



Exploring the perceptions of NPOs about EU Development Aid in facilitating services aimed
at women empowerment and children's development in Mauritius

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Master of Social Science in Social Development

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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Abstract

The study explores how the EDF has enhanced the work of NPOs in the field of women empowerment and children's development in Mauritius. In addition to that, the study explores the outcomes and challenges that NPOs experienced regarding the funding. Using a qualitative and exploratory research approach, this study explores the nature and extent of NPO services that were specifically funded by the European Development Fund. There are five research objectives: to explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF; to examine how the EU has facilitated the service delivery of the NPOs; to find out how women and children have been empowered; to ascertain how the service delivery has improved the lives of the beneficiaries and to determine the nature of the challenges facing these organisations in the post EU funding period.

The findings showed interesting features of the EU funding and the present context of post EU funding. In spite of the small sample of 19 NPOs that participated in this exploratory study, NPO participants have provided valuable insights on how the EU funding have facilitated service delivery towards women empowerment and children's development. The findings showed interesting features of the EU funding and the present context of post EU funding. Obviously more research is needed.

The main findings of this research motivated some recommendations that are presented in three different sections. First, recommendations for further research has been presented, followed by some recommendations for NPOs in the sector with regards to accessing funding and finally, some recommendations for the Mauritian government. The key assumptions that EU funding accelerated growth in the NPO sector; increased service delivery and enhanced women and children's development has been confirmed.

In conclusion, despite of the limited sample of participants that participated in this exploratory study, they have provided valuable insights into how the European Development Aid has facilitated various development programmes that have made a difference in the lives of women and children.

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Dedication

My dear papi, Thai Khin, I dedicate this research project to you. You are my inspiration. You believe in me and encouraged me to fulfil them. You knew how much these postgraduate studies meant to me and you gave me your blessings before leaving. Despite the challenges I encountered, I did not give up just like you taught me. I miss you as much as I love you.

Table of contents

Abstract.....	i
Acknowledgements	ii
Dedication	iii
Table of contents	iv
List of Tables	viii
List of Diagrams.....	ix
List of Acronyms	x
CHAPTER ONE: INTRODUCTION	1
1. Introduction	1
1.1. Political and socio-economic context of Mauritius.....	1
1.2. Statement of the problem	2
1.3. Rationale and significance of the study.....	3
1.4. Research topic	4
1.5. Research questions	4
1.6. Research assumptions	4
1.7. Research objectives	4
1.8. Clarification of concepts	5
1.9. Main ethical considerations.....	6
1.10. Researcher’s reflexivity.....	7
1.11. Chapter Outline of the Research Report	8
1.12. Summary	8
CHAPTER TWO: LITERATURE REVIEW.....	9
2. Introduction	9
2.1. Regulatory frameworks for NPOs.....	9
2.1.1. Registration of Associations Act 35 of 1978	9

2.1.2. Government Notice No. 50 of 1999.....	10
2.1.3. The National NGO Policy Paper 2012 - 2015	10
2.1.4. The Income Tax Act, Act 1995.....	11
2.1.5. The Cotonou Agreement (2000)	11
2.2. Theoretical models and approaches	12
2.2.1. Human Needs Theory (Human Scale Development).....	13
2.2.2. Empowerment approach	15
2.2.3 Capability approach	17
2.3. Development Aid: A critique	18
2.3.1. European Development Aid.....	19
2.3.2. The Decentralised Cooperation Programme (DCP)	21
2.4. NPOs in Mauritius.....	22
2.4.1. Post EU funding available for NPOs	22
2.5. Characteristics and roles of NPOs.....	24
2.6. NPO services aimed at women and children.....	26
2.6.1. NPO services aimed at empowering women	26
2.6.2. NPO services aimed at children's development	28
2.7. Services offered by NPOs in Mauritius	29
2.8. Summary	29
CHAPTER THREE: METHODOLOGY	30
3. Introduction	30
3.1. The research design.....	30
3.2. Population and Sampling	30
3.3. Data collection approach.....	31
3.4. Data collection tool	31
3.5. Data collection apparatus	32
3.6. Data analysis method	32

3.7.	Data verification	32
3.8.	Limitations of this study	33
3.9.	Summary	34
CHAPTER FOUR: PRESENTATION & DISCUSSION OF FINDINGS		35
4.	Introduction	35
4.1.	Profile of NPO Respondents and NPOs	35
4.2.	Profile of key informants from the European Union Delegation (EU) and the Decentralised Cooperation Programme (DCP).....	37
4.3.	Framework for analysis	38
4.4.	Presentation and discussion of findings	40
4.4.1.	Nature and extent of services funded by the EDF	40
4.4.2.	Ways in which the EU funding facilitated the service delivery of NPOs.....	47
4.4.3.	Empowerment of women and children	54
4.4.4.	Ways in which the service delivery has improved the lives of beneficiaries	65
4.4.5.	Post EU-funding challenges.....	66
4.5.	Summary	72
CHAPTER FIVE: CONCLUSIONS & RECOMMENDATION.....		74
5.	Introduction	74
5.1.	Main conclusions.....	74
5.1.1.	Conclusions emanating from the nature and extent of NPO services funded by the EDF	74
5.1.2.	Conclusions drawn from the ways in which the EU funding facilitated the service delivery of the NPOs.....	75
5.1.3.	Conclusions regarding the ways in which the service delivery has improved the lives of beneficiaries	77
5.1.4.	Conclusions related to the post-EU funding challenges	78
5.2.	Recommendations	79
5.2.1	Recommendations for further research	79

5.2.2. Recommendations for NPOs.....	79
5.2.3. Recommendations for government	80
5.2.4. Concluding statement.....	80
REFERENCES.....	82
Appendix I – Original quotes.....	92
Appendix II - Interview schedule for NPOs	110
Appendix III - Interview schedule for European Union Delegation (EU) and Decentralised Cooperation Programme (DCP).....	114
Appendix IV – Permission & Consent Form NPOs	117
Appendix V- Permission & Consent Form for EU delegation and the DCP office	119

List of Tables

Table 1: The table of needs and satisfiers	Error! Bookmark not defined.
Table 2: Profile of NPO respondents	36
Table 3: Profile of Key informants from the Decentralised Cooperation Programme (DCP) and the European Union Delegation (EU)	37
Table 4: Framework of Analysis.....	39
Table 5: Table of projects funded per NPO	46

List of Diagrams

Diagram 1: Regulatory frameworks for NPOs in Mauritius.....	9
Diagram 2: the three interlocking theoretical frameworks underpinning the study	13

List of Acronyms

ACP	African Caribbean and Pacific countries
CBOs	Community Based Organisations
CDU	Child Development Unit
CSR	Corporate Social Responsibility
DCP	Decentralised Cooperation Programme
EC	European Commission
EDF	European Development Fund
EU	European Union
GDP	Gross Domestic Product
GNP	Gross National Product
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
MOFED	Ministry of Finance and Economic Development
MUR	Mauritian Rupee
NCSRC	National Corporate Social Responsibility Committee
NEF	National Empowerment Foundation
NGOs	Non-Governmental Organisations
NPOs	Non-Profit Organisations
NSAs	Non-State Actors
OCT	Overseas Countries and Territories
ODA	Official Development Assistance
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
ZAR	South African Rand

CHAPTER ONE: INTRODUCTION

1. Introduction

This chapter presents the Mauritian context very briefly and then introduces the statement of the problem by discussing non-profit organisations (NPOs) in promoting development largely through their access to the European Development Fund (EDF). The rationale and significance of the study, research topic, research questions and assumptions and the research objectives are presented. Furthermore, key concepts are clarified, main ethical considerations discussed and the researcher's positionality in the study is briefly discussed.

1.1. Political and socio-economic context of Mauritius

The Republic of Mauritius is a combination of the following islands: Rodrigues, Agalega, the St Brandon's Archipelago and island of Mauritius (Government of Mauritius, 2016). The island of Mauritius where the name of the country emanates from is the biggest one. It is roughly 60 km long and 40 km wide and covers a surface of 1,865km² (Cheke and Hume, 2008). Situated in the south-west of the Indian Ocean (Government of Mauritius, 2016), the island lies about 2,500 km off the African mainland (Muller, 2015).

The Republic of Mauritius has known three major colonial periods which are Dutch (1598–1710), French (1721–1810) and British (1810–1968) before achieving independence from Britain on the 12th March 1968 (Seetah, 2015) and the status of Republic on 12th March 1992 (Government of Mauritius, 2016). These different waves of colonisation (Kasenally, 2011) brought about a mix of peoples in Mauritius. The population of Mauritius is around 1.3 million inhabitants of Asian, African and European origins (World Bank, 2016). Section 3 of the Constitution of Mauritius (1968) categorises the Mauritian population into four communities: Hindu, Muslim, Sino-Mauritian and General Population. With regular free and fair, non-violent elections every five years since independence, Mauritius is known for its democratic tradition and political stability in Africa (Yoon and Bunwaree, 2006). These conditions have favoured the socio-economic success of the country.

The foundation of the socio-economic successes rests on a range of factors that includes the diversification of the previously mono-crop economy through successive structured socio-economic reforms, public-private partnership where the government secured preferential arrangements for exports, series of reforms in different spheres of the Mauritian society while upholding the core principles of the welfare state, reinvestment of savings in the economy, investment in human capital such as free primary and secondary education, universal free

healthcare and social protection system (Kasenally, 2011; Republic of Mauritius, 2015; World Bank, 2016).

The country has been upgraded from lower-income to upper-middle income status (World Bank, 2015) and is ranked 63rd out of 188 countries on the Human Development Index (HDI) scale with an HDI of 0.777 in 2014 (United Nations Development Programme, 2015). The government's macro-economic policies contributed in reducing absolute poverty rate from 8.5% in 2007 to 6.9% in 2012 (Republic of Mauritius, 2015; UNDP, 2015). These socio-economic achievements reflect the range of socio-economic policies adopted by the successive governments. In spite of the huge progress Mauritius has made in terms of economic and human development, the absolute poverty rate was 6.9% in 2012 (UNDP, 2015), meaning that there are still Mauritians experiencing a measure of poverty. There is no officially established poverty line in Mauritius; however, the Mauritius Central Statistics Office's definition is often used; that is MUR. 7320 (approx. ZAR 2,440) per month.

In the developing world, children and women are among the most affected by poverty (UNDP, 2015; World Bank, 2015) and that holds true for Mauritius. The World Bank (2015) report for Mauritius indicated that family structures, level of education and work opportunities impact on the level of poverty. Family structure particularly refers to female-headed households where an increase in the poverty rate (from 13.2% to 13.6%) has been noted as compared to male-headed households where a decrease in the poverty rate was experienced (World Bank, 2015). Additionally, an increase in poverty from 13.2% to 13.6% among female-headed households as compared to male-headed households where a decrease from 7.8% to 5.6% in poverty was experienced in that same period. However, the impact of poverty on children is intrinsically linked to the family structure with single-parent households being hardest hit (World Bank, 2015). Hence, women and children in Mauritius are among the most exposed and affected by poverty.

1.2. Statement of the problem

“In an era of declining financial resources and deepening poverty both donors and national governments are looking to NGOs as a means of getting benefits more directly and cheaply to the poor than governments have been able to accomplish on their own.” (Korten, 1987: 147)

Korten's (1987) statement depicts the inability of the governments of less developed countries to alleviate poverty despite the large amount of development aid that was flowing to less developed countries between the 1950s and the late 1970s (Szirmai, 2008; Meier, 2001).

During these years, NGOs were regarded as relief providers. However, by virtue of their closeness to deprived communities, they emerged as major stakeholders in poverty alleviation strategies (Banks and Hulme, 2012). Thus, development aid which was mainly an economic development initiative evolved into strategies that focused on social service delivery, human rights and democratic reform (Szirmai, 2008).

Owing to its colonial history, the Republic of Mauritius is eligible to receive support from the European Development Fund (EDF) for the implementation of its national poverty alleviation programmes. Between 2005 and 2010, the European Union (EU) granted €9.5 million (approximately R167 million - €1=R17.61) to fund micro-projects of NPOs in the republic (Decentralised Cooperation Programme, 2013). In line with the Cotonou Agreement 2014, the Decentralised Cooperation Programme (DCP) was created under the aegis of the Ministry of Finance and Economic Development (MOFED) to serve as the interface between the European Commission and NPOs. The funding was beneficial to the NPOs in numerous ways like enhancing their effectiveness in service delivery and extending their reach (Decentralised Cooperation Programme, 2013). Whilst the motives of development aid have been extensively researched, the outcomes and implications for NPOs have received less attention.

On the other hand, development aid can also undermine the work of NPOs (Banks and Hulme, 2012). Opponents of development aid consider it to be a neo-liberal instrument that maintains unequal relationships at the expense of the recipients or a strategy to open up new opportunities for donor's commercial markets (Szirmai, 2008). Owing to their reliance on international funding, NPOs may be more eager to fit donors' requirements and diverge from their initial mission of meeting the needs of deprived communities (Edwards and Hulme, 1996).

In the absence of empirical studies confirming or disapproving the claims made by the DCP regarding the benefits of the EDF on Mauritian NPOs, the current study will try to address this gap. This study investigates how the EDF has facilitated NPOs' provision of services in two areas firstly, the empowerment of women and secondly children's development. Women and children thus constitute the target groups when one considers the degree of marginalisation that women are exposed to and the vulnerability of children.

1.3.Rationale and significance of the study

Between 2005 and 2010, 240 Non-State Actors (NSAs) including NPOs implementing some 350 projects geared towards the empowerment of women and the development of children among others were funded by the EDF (Decentralised Cooperation Programme, 2010). In

accordance with the Cotonou Agreement (2000) and in line with the government's macro poverty reduction strategy, the EDF funded NPOs directly. According to the former coordinator of the Decentralised Cooperation Programme, Sandrasagarren Naidu, the funding has allowed for an increase in service delivery and better management of NPOs (Decentralised Cooperation Programme, 2013). The study explores how the EDF has enhanced the work of NPOs in the field of women empowerment and children's development. In addition to that, the study explores the outcomes and challenges that NPOs experience regarding the funding.

1.4.Research topic

Exploring the perceptions of NPOs about EU Development Aid in facilitating services aimed at women and children's development.

1.5.Research questions

- (1) What is the nature and extent of services provided by the NPOs that have been specifically funded by the EU Development Aid?
- (2) How has the EU funding facilitated the service delivery of the NPOs?
- (3) In which ways have the services empowered women and children?
- (4) How has the service delivery improved the lives of the beneficiaries?
- (5) What is the nature of the challenges facing these organisations in the post EU funding period?

1.6.Research assumptions

- EU funding has accelerated growth in these NPOs, attracted staff and enhanced their service delivery.
- Women have launched their own businesses or have joined the job market.
- Children have improved grades, better health and better nutrition.
- The service delivery improved the livelihoods in various ways such as employment, acquiring life-skills and self-confidence.
- In the post EU funding, NPOs will struggle to find funding

1.7.Research objectives

- To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
- To examine how the EU has facilitated the service delivery of the NPOs
- To find out how women and children have been empowered

- To ascertain how the service delivery has improved the lives of the beneficiaries
- To determine the nature of the challenges facing these organisations in the post EU funding period.

1.8. Clarification of concepts

- **Non-Profit Organisations (NPOs)**

Non-Profit Organisations defined by World Bank in 1996 (2015) are “organisations which are (i) entirely or largely independent of government; (ii) not operated for profit; and (iii) exist to serve humanitarian, social or cultural interests, either of their memberships or of society as a whole.” Such organisations are also widely known to be Non-Governmental Organisations (NGOs). For the purpose of the research, both terms are used interchangeably.

The specific NPOs studied are those rendering services to women and children.

- **European Development Aid**

The European Union Development Aid refers specifically to the European Development Fund also known as the EDF. The EDF was created in 1957 by the Treaty of Rome and is the main instrument for providing aid to African, Caribbean and Pacific (ACP) countries and overseas countries and territories (OCT). It funds cooperation activities in the fields of economic development, social and human development, regional cooperation and integration (European Commission, 2016). The fund is made up of the direct contribution of EU member states and is implemented according to its own financial and implementation regulations (European Commission, 2016). In accordance with the Cotonou Agreement (2000), the beneficiaries of this fund are non-state actors (NSAs) of ACP countries which are active in the field of poverty alleviation. Mauritius is a recipient of the EDF.

- **Empowerment**

Empowerment is defined in various ways. From a social development perspective, it is defined as a process where power relations are transformed in favour of the disadvantaged, marginalised and excluded groups of people or communities (United Nations Development Programme, 2004). These marginalised groups or communities are helped to understand how social, political and economic forces interact and impact on their lives and they are empowered to make decisions and act in their interests by influencing these forces (UNDP, 2004).

- **Women empowerment**

Molyneux and Thomson (2011) define women empowerment as a process where women develop new skills that allow them to make informed decisions over matters affecting their lives and are able to convert decisions into concrete actions for the betterment of their living conditions.

- **Children and children's development**

Children are defined in the United Nations Convention on the Rights of the Child 1989 (UNCRC) as individuals below the age of 18 years (United Nations International Children's Emergency Fund, 2016).

Child development refers to different aspects of their growth into adulthood: their physical growth and ability to perform complex tasks as they grow older (University of Michigan, 2016), their protection from harm, their welfare, their interpersonal, intrapersonal and social development (Raghavan and Alexandrova, 2015).

- **Service delivery**

Paffenholz and Spurk (2006) view service delivery as the direct provision of services to citizens by civil society organisations particularly in times when the state is unable to do so. In the context of this study, service delivery focuses on services to women and children.

1.9.Main ethical considerations

"All social research involves ethical issues" (Punch, 2005: 276). Qualitative research by its very nature intrudes into participants' lives and regular activities (Rubin and Babbie, 2008; Punch, 2005) and hence the study must be carried out within ethical parameters. Ethics is described by de Vos, Strydom, Fouché and Delport (1998: 24) as *"a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students"*. For the purpose of this study, voluntary participation, informed consent and confidentiality, anonymity and privacy were of utmost importance.

- **Informed consent and Voluntary participation**

Nobody should participate in a study through coercion (Rubin & Babbie, 2008: 70). Participants have been provided with complete and accurate information regarding the study so that they made an informed decision and gave their consent to participate in the investigation

(De Vos, 1998: 25; Thyer, 2010: 43). Participants were informed of the aim of the study, the length of the study, the procedures to be used in the study, the benefits to be derived, the risks and potential dangers attached to it, how confidentiality will be handled and the possibilities of their voluntary withdrawal (Thyer, 2010: 44; William et al. (1995) cited by De Vos (2002).

According to Babbie and Mouton (2001: 521), participating in an interview, investigation or study may disrupt the subjects' usual activities, require them to disclose personal information and can be time consuming. Potential participants can only give their informed consent to voluntarily participate in the study once they have understood the implications of their participation (Thyer, 2010:44).

A consent form (**Appendix 4, page 118 & Appendix 5, page 119**) containing all information was discussed prior to the interview and was handed to them for their signature before starting the interview.

- **Confidentiality, privacy and confidentiality**

Participants should be informed of their right to anonymity, their privacy and confidentiality. Confidentiality entailed that the interview was conducted in a confidential space as well as to how the information received would be dealt with. The data was kept in a secure place and only the researcher and the supervisor had access to the full transcripts. These transcripts will be destroyed after a period of time.

To ensure anonymity, Rubin and Babbie (2008) advise that the researcher must make sure that the responses of the participants are not linked to their names or identity. Hence, pseudonyms were used to protect the identity of the participants and all verbatim quotes used could not be linked to the identity of the participant. Information which participants did not want recorded or noted were not used in this study.

1.10. Researcher's reflexivity

Having been personally involved in the implementation of NPO projects funded by the EDF and having worked as a project facilitator for the EDF, I am fully aware that I may have biases that favour development aid. Researchers thus have experiences, prejudices and assumptions that can intentionally or unintentionally influence the research process and participants (Jootun, McGhee and Marland, 2009). Examining one's biases and exploring how these impact on the research process refer to what Thyer (2010: 402), De Vos (2002: 369) and Padgett (2008) as

cited by Thyer (2010) describe as reflexivity. All through the research process, I was aware of my assumptions and tried to remain neutral (Rubin and Babbie, 2008: 373).

1.11. Chapter Outline of the Research Report

This research report will consist of the following five chapters:

Chapter 1 - Introduction

Chapter 2 - Literature Review

Chapter 3 – Methodology

Chapter 4 - Presentation and Discussion of Findings

Chapter 5 - Conclusions and Recommendations

1.12. Summary

This chapter has introduced the socio-economic and political context of Mauritius and the problem to be explored. The rationale and significance of the study has been discussed. In addition, the research topic, research objectives, research questions, research assumptions have been presented. Clarification of concepts was provided and the main ethical considerations of this study were presented. The chapter concluded with a brief description of the researcher's positionality. The following chapter discusses the literature review.

CHAPTER TWO: LITERATURE REVIEW

2. Introduction

This literature review chapter will present an overview of the regulatory framework for NPOs and the EU funding. Three theoretical frameworks/models that underpin the research will be discussed. Finally, a review of articles/studies pertaining to the specific objectives of this research will be undertaken.

2.1.Regulatory frameworks for NPOs

The following diagram 1 depicts the key regulatory frames of reference for NPOs in Mauritius.

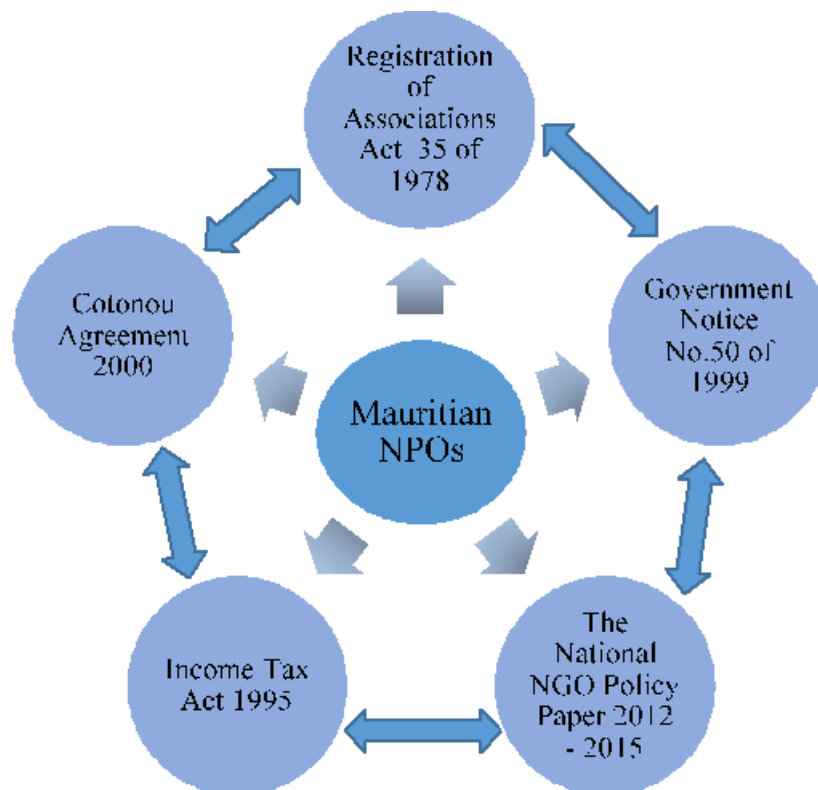


Diagram 1: Regulatory frameworks for NPOs in Mauritius

In the absence of proper legislation for NPOs in Mauritius, NPOs are regulated by several regulations. Each regulation will now be discussed.

2.1.1. Registration of Associations Act 35 of 1978

The Registration of Associations Act, Act 35 of 1978 of the Republic of Mauritius provides a legal framework for all types of non-governmental associations including NPOs in the Republic of Mauritius (Registration of Associations Act 35, 1978). Associations are described as an organisation bearing a formal structure that serves a common non-profit purpose and that is made up of at least seven persons. (Registration of Associations Act 35, 1978). Political

parties, groups pursuing unlawful objectives, groups which might disrupt public order or unrest and groups engaging in terrorist acts are not eligible for registration as an association (Registration of Associations Act 35, 1978).

The Act provides for the rules and regulations by which organisations have to abide by, to avoid deregistration and the procedures that have to be followed in the case of closing and amalgamations of organisations (Registration of Associations Act 35, 1978).

The Act also regulates the funding aspect of these organisations. As such, available funds should be used to cover expenses related to advancing their objectives (Registration of Associations Act 35, 1978).

2.1.2. Government Notice No. 50 of 1999

The Government Notice No. 50 of 1999 defines an NPO as an organisation that:

- (a) Runs on a non-profit basis;
- (b) Works towards the:
 - (i) Empowerment of the disabled, the elderly, the homeless or such vulnerable groups;
and
 - (ii) Promotion of the welfare of the community in general
- (c) is registered under the Registration Act 35 of 1978

2.1.3. The National NGO Policy Paper 2012 - 2015

In 2012, the Ministry of Social Security, National Solidarity and Reform Institutions launched a National NGO Policy which further defines and grades NPOs in Mauritius. Firstly, it defines such organisations as a “legal constituent providing a service to the community on a non-profit making basis and without the involvement of any government agents.” (Ministry of Social Security, National Solidarity and Reform Institutions, 2012).

Secondly, these organisations are seen to be guided by “professionalism, transparency, accountability, trust and foremost entrepreneurship, autonomy and innovation” (Ministry of Social Security, National Solidarity and Reform Institutions, 2012).

Thirdly, the institutional and financial support towards NPOs is also considered in this policy. NPOs have benefitted from a range of technical financial support from local institutions such as ministries and international funding such as the UNDP and the EU (Ministry of Social Security, National Solidarity and Reform Institutions, 2012). Due to the globally insecure economic climate NPOs are expected to devise strategies for their own sustainability such as

social entrepreneurship or other income-generating activities (Ministry of Social Security, National Solidarity and Reform Institutions, 2012).

2.1.4. The Income Tax Act, Act 1995

The Income Tax Act of 1995 was amended in 2009 and 2010 to incorporate the decision of the government to make Corporate Social Responsibility (CSR) compulsory for all profit making entities. Under Section 50L of the Income Tax Act of 1995, companies dedicate 2% of their profits to social projects or programmes in the areas of socio-economic development (including gender and human rights), health, education and training, leisure and sports, environment, catastrophic interventions and support, social housing, welfare of children in vulnerable groups and eradication of absolute poverty (Income Tax Act, 1995; Mauritius Employers' Federation, 2011).

The CSR funding was released after projects or programmes had been approved by the National Corporate Social Responsibility Committee (NCSRC). Only NCSRC accredited NPOs, nationally approved programmes and NCSRC approved projects were eligible for the funding (The Income Tax Act, 1995; Mauritius Employers' Federation, 2011).

2.1.5. The Cotonou Agreement (2000)

The Cotonou Agreement drafted and signed in 2000 between the European Union (EU) and the African, Caribbean and Pacific (ACP) group of states (48 sub-saharan countries – including Mauritius - 16 Caribbean countries and 15 Pacific states (ACP, 2016)) shapes the partnership between the two parties. It is a binding document whose primary objective is to reduce poverty and facilitate the integration of ACP countries into the global economy (European Union, 2000).

The contribution of NPOs to development is highlighted in Article 7 of the Cotonou Agreement (2000) which expresses the need for capacity building of NPOs in order for them to fulfil their roles and that will require “encouraging and supporting the creation and development of such organisations” and “establishing arrangements for involving such organisations in the design, implementation and evaluation of development strategies and programmes” (EU, 2000).

Article 70 of the Cotonou Agreement (2000) further stipulates that the cooperation will assist *“micro-projects at local level which have an economic and social impact on the life of the people, meet a demonstrated and observed priority need, and shall be undertaken at the initiative and with the active participation of the local community which shall benefit therefrom.”*

Article 71 of the Cotonou Agreement (2000) also specifies the following:

“Contributions for the financing of micro-projects and decentralised cooperation shall be made by the Fund, in which case the contribution shall not normally exceed three-quarters of the total cost of each project and may not exceed the limit set in the indicative programme. The remaining balance shall be provided:

(a) by the local community concerned in case of micro-projects (either in kind or in the form of services or cash and adapted to its capacity to contribute);

(b) by the agents of decentralised cooperation, provided that the financial, technical, material and other resources brought in by such agents shall not normally be less than 25 % of the estimated cost of the project/programme.”

This means that the fund earmarked by the cooperation is the EDF and projects are funded at a maximum of 75% with the implementing agents covering the remaining 25%. Thus the funding from the EDF is considerable and the onus is on the grant recipients to increase their contributions in the long term so that sustainability is ensured.

2.2.Theoretical models and approaches

This section discusses the theoretical approaches and frameworks underpinning the study. The Human Needs theory, the empowerment approach and the capability approach will be discussed.

The following diagram illustrates the three interlocking theoretical frameworks that underpin the study.

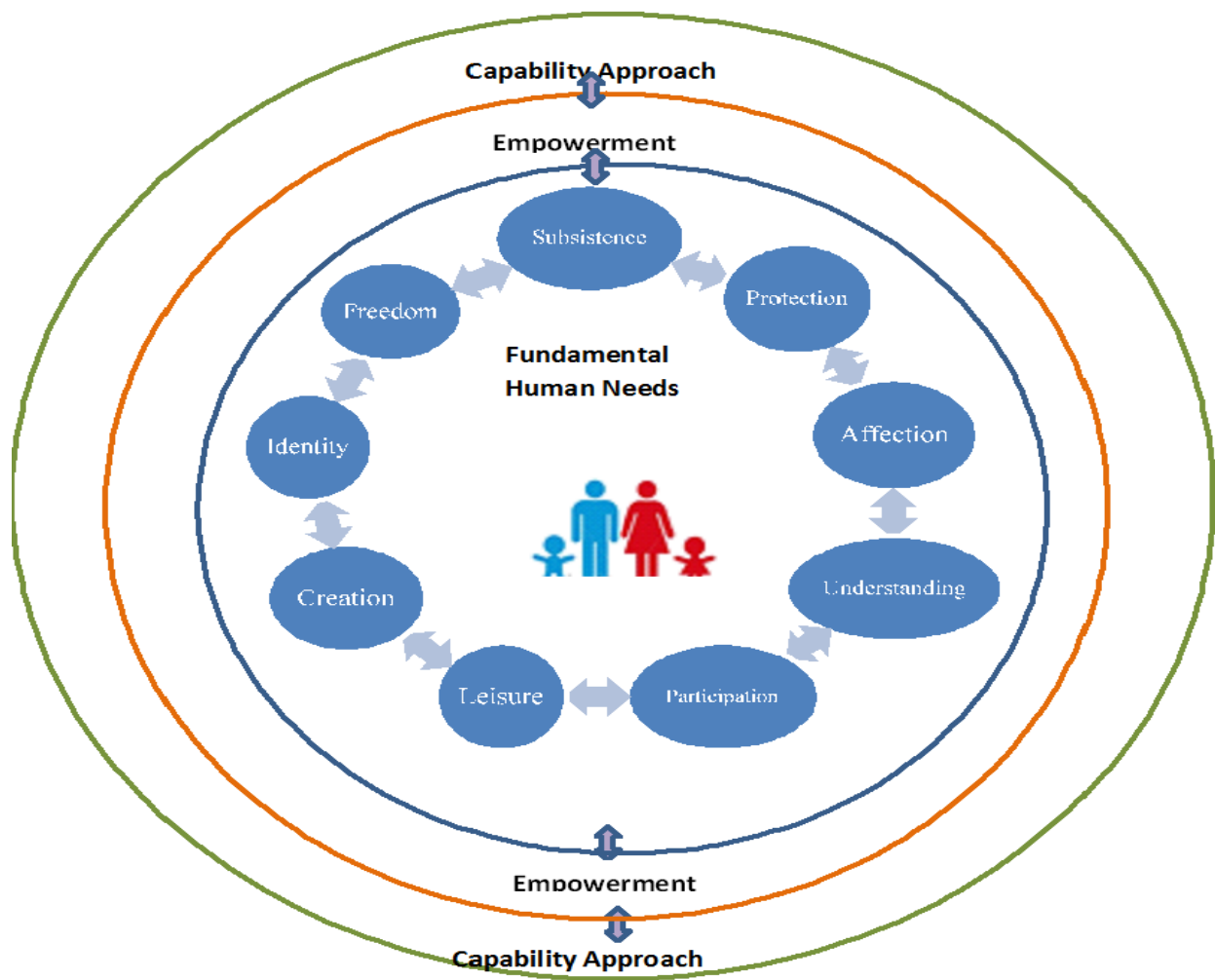


Diagram 2: the three interlocking theoretical frameworks underpinning the study

2.2.1. Human Needs Theory (Human Scale Development)

In the 1980s, a Chilean economist Max-Neef together with a group of researchers developed the Human Needs theory also known as the Human Scale Development. According to this approach, poverty is multi-dimensional and does not solely refer to economic poverty (Max-Neef, 1991). Instead, poverty is linked to the unfulfilled needs of people. Inability to meet one's basic needs for survival, development, physical and emotional health and well-being results in a type of poverty. Max-Neef (1991) listed a range of nine needs that must be fulfilled irrespective of historical periods, age, socio-economic, political and cultural conditions. These needs are Subsistence, Protection, Affection, Understanding, Participation, Creation and Leisure needs that are satisfied through four sets of satisfiers, as shown in diagram 3, the matrix of needs and satisfiers (Max-Neef, 1991). The matrix of needs and satisfiers that was developed covers three levels of needs at the individual level group and the community levels. He further explained that when a need is not satisfied, a type of poverty is experienced (Max-

Neef, 1991). Poverty indicators that stem from this perspective includes: access to potable water, level of education, life expectancy and nutrition (Davids, Theron and Maphunye, 2009).

Besides satisfying human needs, the approach bears two key features: self-reliance and organic articulations so that people can effectively become main actors of their development (Max-Neef, 1991). People are viewed as subjects who can participate actively in finding solutions to enhance their development rather than objects receiving services imposed on them (Max-Neef, 1991). Bearing in mind that poor communities are not a homogenous collective, a bottom-up approach that is truly participatory and allows for free expression can facilitate collective decision-making and positive outcomes (Max-Neef, 1991).

Within this human scale development perspective, civil society organisations like NPOs have the responsibility to ensure that their poverty alleviation programme/projects assist people in having these basic human needs met and should be involved in advocacy/lobbying for the satisfaction of these needs. Table 1 depicts a matrix of needs and satisfiers as outlined in this approach.

Table 1: Matrix of Needs and Satisfiers (Max-Neef, 1991)

Fundamental Human Needs	Being (Qualities)	Having (Things)	Doing (Actions)	Interacting (Settings)
Subsistence	physical and mental health	food, shelter, work	feed, clothe, rest, work	living environment, social setting
Protection	care, adaptability, autonomy	social security, health systems, work	co-operate, plan, take care of, help	social environment, dwelling
Affection	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, make love, express emotions	privacy, intimate spaces of togetherness
Understanding	critical capacity, curiosity, intuition	literature, teachers, policies, educational	analyse, study, meditate, investigate	schools, families, universities, communities
Participation	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	cooperate, dissent, express opinions	associations, parties, POW, neighbourhoods
Leisure	imagination, tranquility, spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, intimate spaces, places to be alone
Creation	imagination, boldness, inventiveness, curiosity	abilities, skills, work, technique	invent, build, design, work, compose, interpret	spaces for expression, workshops, audiences
Identity	sense of belonging, self-esteem, consistency	language, religions, work, customs, values, norms	get to know oneself, grow, commit oneself	places one belongs to, everyday settings
Freedom	autonomy, passion, self-esteem, open-mindedness	equal rights	dissent, choose, run risks, develop awareness	anywhere

2.2.2. Empowerment approach

Empowerment in the social development practice context is being debated as to whether it is a theory, a process or an approach (Carr, 2003; Carrol, 2004 quoted in Turner and Maschi, 2005: 152). It was advocated by Brazilian educator Paulo Freire in the 1970s, who was convinced that empowerment in the form of education was the key to liberating people from oppression (Hur, 2006). Researchers like Almaseb and Julia (2007) as cited by Turner and Maschi (2015),

view empowerment as a theoretical framework that allows people to gain more control over their lives. On the other hand, Sen (1997) argues that in the development field, it is considered as a process of transforming people's lives at various levels – individual, interpersonal and community levels - and transforming those power relations that oppressed them. Whether empowerment is a process or a theory or a framework, the emphasis is on being able to make choices and decisions about one's life and access to resources. However, empowerment takes place at different levels and is multi-dimensional – personal, economic, social, political and cultural (Luttrel, Quiroz, Scrutton and Bird, 2009).

Empowerment advocates like Sen (1997) and Luttrel et al. (2009) are adamant that governments, institutions and other actors promoting development have a role to play in creating enabling conditions and environments to foster empowerment of people. These conditions can take the forms of policies, facilitating access to information, resources or social services, bottom-up approaches to poverty alleviation programmes and changing the mind-sets of people (Sen, 1997). The empowerment theory is thus very relevant to the present research.

The notion of empowerment is a critical element for poverty reduction and human development. As a poverty reduction strategy, it requires the identification and understanding of the types of power that exist and their interactions to ensure success of the intervention (Luttrel et al., 2009). Goldin and Reinert (2012) stated that the lack of empowerment or disempowerment is a dimension of poverty. Disempowerment refers to that state where people find themselves unable to make decisions about their lives as a result of structural barriers rather than as an outcome of their personal preferences (Adjei, 2015). On the other hand, empowerment suggests that people, groups or communities can move towards a state where they have the ability to gain control over their lives, get access to resources, have a say in decisions affecting them and transforming existing structural constraints. Kabeer (1999) highlights that, it is difficult to fulfil basic human needs with limited resources and thus people's choices are limited. The link between poverty and disempowerment thus becomes increasingly clear.

Empowerment is core to the developmental process according to Davids et al. (2009) and this includes raising people's consciousness about their right to influence the decisions affecting them. As such, empowerment can be understood to operate at three levels: the micro (individual or agency), the meso (the involvement of external agents) and the macro (structures and policies).

At the individual level, empowerment requires the development of self-esteem, self-confidence, raising awareness of one's skills and abilities to define goals and act accordingly (Ife, 2002; Kabeer, 1999). At the meso level, the intervention of facilitators; NPOs among others may be required, however, their agenda and roles may undermine development (Hopper, 2012). At the macro level, Ife (2002) and Korten (1984) recommend structural, institutional and radical changes, such as, the introduction of people-centred policies and legislations and the creation of new technologies.

This theory has implications for those NPOs providing services to women and children with the aim of furthering their development and empowering them.

2.2.3 Capability approach

The capability approach was pioneered by the Nobel Laureate in economics, Amartya Sen. Basically, the capability approach acknowledges that people have diverse goals in life and that there are structural barriers that prevent them from reaching these goals and living the lives they value. In fact, Sen (1999) proposes a comprehensive, holistic and humanistic framework covering all aspects of human well-being and development (Robeyns, 2005).

According to Sen (1999), economic measures such as the Gross Domestic Product or personal income should not be the only measures of development but they should serve as means to enhance the freedoms of people. At the individual level, this approach advocates that people should be empowered through enhancement of their abilities, being informed of the issues so that they can take advantage of existing opportunities to upgrade their lives (Egdell and McQuaid, 2016).

Emphasis is placed on people's freedom to make choices that they value rather than to be content with the mere outcomes (Egdell and McQuaid, 2016). People's awareness about their abilities should be raised and enhanced, while simultaneously external factors that influence outcomes should be improved.

The capability approach assesses people's opportunities to live the lives they consider worth living (Sen, 1999). There are similarities between the empowerment theory and the capability approach, in that both do not place the responsibility for poverty on individuals but rather advocate for enabling external conditions and institutions which rather than constraining people's freedoms should enhance their capabilities to maximise their potential.

The capability approach is thus also relevant to this study since it concerns itself with the capabilities of women and children and their freedom to participate in their own development and well-being.

2.3.Development Aid: A critique

Aid or official development assistance (ODA) as it is technically known covers a wide range of both financial and non-financial components. Non-financial forms of assistance include machinery or equipment as well as less tangible contributions such as providing technical analysis, advice and capacity building while financial forms include financial allocations or debt reduction (Goldin and Reinert, 2012).

Development aid gained momentum in the post-World War II era, particularly the 1950s to 1960s, whereby the US designed the Marshall Plan to assist Europe in its reconstruction (Szirmai, 2008). At that time, poor or less developed countries were not part of the aid agenda as the emphasis was on economic growth, production and income rather than broader notions of development (Goldin and Reinert, 2012). The successful reconstruction of the European countries and the Cold War shifted the focus to developing countries (Goldin and Reinert, 2012; Szirmai, 2008).

During the Cold War, both the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) were largely politically motivated to aid specific for their own political agendas (Szirmai, 2008). Alesina and Dollar (2000) also makes the point that development aid and colonialism are intertwined, as European countries provided bilateral aid to their colonies or former colonies (Alesina and Dollar, 2000). Thus development aid could be viewed with some suspicion.

According to Szirmai (2008), aid in general may be categorized as:

1. **Project aid:** support for a consistent set of activities within a specified time frame and well-defined objectives. Specific capital assets or packages of technical assistance are made available. Components may include infrastructural works, education, women emancipation, roads, energy projects, dams, roads.
2. **Development aid:** financial support in the form of grants provided to governments to support economic policy programmes for specific sectors or to benefit the entire economy. This can be in the form of budget support, debt relief and balance of payment supports.

3. **Food aid:** surpluses of agricultural production sent to recipients either free of charge or at a low price. This is supplied when countries cannot satisfy demands of their populations or in times of crisis. Food may also be provided to people in exchange for their labour for infrastructure works.
4. **Technical aid:** activities that increase the level of knowledge and skills in developing countries. The emphasis is on education and training. Boundaries between project aid and technical cooperation are not always clear as funds for project aid can also fund technical aid. Generally, technical aid is used to pay salaries of experts sent to developing countries.

2.3.1. European Development Aid

The European Development Aid has several broad thrusts but the European Development Fund (EDF) is particularly directed to the African Caribbean and Pacific (ACP) states. The relationship between the two entities is defined by the Cotonou Agreement [signed in 2000] and has poverty alleviation within the ACP countries as its the overall objective (Cotonou Agreement, 2000). Trade, policy dialogue and cooperation make up the pillars of the relationship (Carbone, 2013) and the European Commission (2016) has identified eight sectors to further the objective of the Cotonou Agreement; human rights and governance, food and agriculture, economic growth, human development, infrastructure, environment, energy and finally migration and asylum and they all comprise of a set of specific themes for intervention. Annex IV of the Cotonou Agreement (2000) stipulates that the allocation of funding is based on the Country Strategy Paper that each ACP state develops in consultation with all development stakeholders (NSAs, local authorities and ACP parliaments if necessary). That document should contain elements of political, social, economic and environmental contexts, constraints, capacities and prospects and which is based on needs assessments, income per capita, population size, social indicators and vulnerability and responds to the specific needs of the country (Cotonou Agreement, 2000).

In comparison with other EU financial assistance programmes and other international aid programmes, the EDF is considered to be the most effective (Gavas, 2012), most foreseeable and trustworthy source of funding (Negre, Keijzer, Lein and Tissi, 2013) and to be a '*very good value for money*' assistance instrument (DFID, 2011; DAC, 2012 quoted by Carbone (2013). Studies have shown that the micro-projects funded by the EDF and implemented in partnership with NPOs in communities have positively impacted on the socio-economic conditions of these communities. Independent bodies in ACP recipient countries were set up to manage the funds

earmarked for the implementation of micro-projects within communities was set up as stipulated by Articles 70 and 71 of the Cotonou Agreement (2000) (Agbor, Petters and Okon, 2011; Omofonmwan and Odia, 2009).

At community level, some studies show that EU funding benefited communities where projects were initiated. The micro-projects were funded at 75% by the EU while the remaining 25% was borne by the community and in many cases, communities contributed through “in-kind” contribution such as labour and natural resources (Agbor, Petters and Okon, 2011, Omofonmwan and Odia, 2009). The micro-projects funded by the EU included the construction of classrooms or upgrading of existing infrastructure to allow a greater number of children to get access to schools and to enhance their learning experience, setting up of mills to facilitate the processing of products by the communities and improving the road and communication networks among others which have improved the livelihood of recipient communities (Agbor, Petters and Okon, 2011; Omofonmwan and Odia, 2009).

Gavas (2012:17) added that the fund was well-managed particularly because of strong “*financial management*” practices and “*stringent accountability requirements*”. In fact, the European Union is considered as being both the most important aid provider and the major export market of the ACP group of countries (Hurt, 2006). A key feature of the EDF is the fact that there was more flexibility in the disbursement process and allocation of funds to recipients where the latter’s needs prevailed (Carbone, 2013). Furthermore, Gavas (2012) ascertained that the performance and voice of recipients of the EDF were taken into consideration in the allocation of funds and the disbursement process. Hence, the impartiality and transparency of the allocation process seem to have been upheld and more importantly, recipients’ needs were prioritised. Overall, ACP countries acknowledged that the EDF contributed to their development and that the funds were used judiciously as well (Negre et al., 2013).

The good outcomes and intentions of the EU development aid do not preclude criticisms. Owing to the economic agenda of development aid, EU aid is seen as an instrument that facilitates the opening of markets for European countries only (Szirmai, 2008). This can be detrimental to ACP economies and goes against the Cotonou Agreement (2000) as such actions will not facilitate the integration of these countries into the global economy.

While ACP governments expressed satisfaction about the needs and performance driven aid, other non-state stakeholders felt left out of the process and even in the drafting of the Country

Strategy Paper (Carbone, 2013). Negre et al. (2013: 2) found that there is a feeling among NSAs that the EDF is too “*government-oriented given the multiplicity of partnership actors*”. Furthermore, the implementation of the EDF at the level of recipient countries was criticised by the European Court of Auditors according to Gavas (2012) due to weaknesses of their internal control systems and the fact that the cooperation institutions’ staff mandated to manage the fund lacked capacity to do so. This could suggest red tape at the level of governmental institutions on the recipient countries’ side and difficulties for other non-state actors in managing the funds. Besides, Gavas (2012) explained that in some cases, the monitoring and evaluation of ongoing projects was hindered by the remoteness of project sites and existing conflicts. All these factors contributed to delays in the disbursement procedures. Recipients of the EDF felt that the delays between the time of the project write-up and the disbursement of the fund affected the effectiveness and impacts of the programmes (Negre et al., 2013).

The EDF came with its share of complex procedures and practices that could curtail recipients’ full ownership of their programmes and projects (Slocum-Bradley and Bradley, 2010). Even though the Cotonou Agreement (2000) makes it clear that the recipient (country or NPO) of aid should drive the programme, the priorities of the EU and that of NPOs often diverged (Slocum-Bradley and Bradley, 2010). Hence, NPOs may run the risk of deviating from their initial mission to accommodate the demands of donors (Srivastava, Austin and Murtaza, 2013).

Landig (2011) expressed concerns about the long-term sustainability of services and programmes funded by the EDF. However, this area is under-researched. Another downside of international funding in the ACP countries, observed by the European Centre for Development Policy Management (African Caribbean Pacific, 2004:41), was that the increasing availability of funding to NSAs, led to fierce competition among NSAs for funding and the creation of bogus civil society organisations.

2.3.2. The Decentralised Cooperation Programme (DCP)

The development cooperation aspect of the Cotonou Agreement (2000) requires that recipient countries establish a separate body that would manage the funds allocated for NSAs active in the field of poverty alleviation and community development (European Union, 2016). That unit has its own rules and it operates within the Cotonou Agreement (2000) framework. For the Republic of Mauritius, the unit was established under the aegis of the Ministry of Finance and Economic Development (MOFED) and was named Decentralised Cooperation Programme (DCP) (European Commission, 2004). Because of its bilateral nature, the EDF was sent to

MOFED and later passed down to the DCP which was mandated to implement the programme (European Commission, 2004).

In line with the government's strategy to alleviate poverty, the DCP aimed at enhancing the capacity of non-state actors (NSAs) including NPOs to undertake poverty reduction actions using a participatory approach and to complement the government efforts to enhance state, civil society and private sector actions in the fields of poverty alleviation, good governance, SMEs and natural resource management (DCP, 2013).

The first 5-year span of the DCP was launched under the 9th EDF in 2005 and closed in 2010. Throughout these years, 350 micro-projects implemented by 240 NSAs were funded for an amount of around €9.5 million (approximately R167 million - €1=R17.61) (DCP, 2013).

2.4. NPOs in Mauritius

NPOs in Mauritius as described in the National NGO Policy Paper (Ministry of Social Security, National Solidarity and Reform Institutions, 2012) are legal organisations that exclude government representatives despite the fact that they can be fully or partially funded by the government. They also provide a service to the community without making a profit while the Government Notice No. 50 of 1999 defines an NGO as an NPO that works towards the empowerment of disadvantaged people and which upholds the interests of the community. In the absence of a clear definition of NPOs, it may be difficult to assess the actual number of NPOs in the country (Bhukuth and Ballet, 2013).

Currently more than 8000 non-governmental associations are registered under the Registration of Associations Act while 500 associations are accredited by the National CSR Committee as NGOs eligible for CSR funding (DCP, 2013). The National NGO Policy Paper 2012 – 2015, acknowledges that NPOs make a significant contribution to the development and the progress of the Mauritian society. However, in the current unstable global economic climate, the impact of their work may be restricted due to scarce resources.

2.4.1. Post EU funding available for NPOs

In the post EU-funding period, the government of Mauritius has introduced several measures to financially assist NPOs although there is no mention that these were put in place to sustain the services and programmes that were funded by the EDF. These are discussed in the following sections.

- **NGO Trust Fund**

The NGO Trust Fund was set up by the Finance and Audit Regulation in 1999 and operates under the Ministry of Social Security, National Solidarity and Reform Institutions. The main objectives of the NGO Trust Fund are to provide full or partial financial assistance to NPOs, to ensure effective use of resources and to make sure that NPOs are appropriately funded (Ministry of Social Security, National Solidarity and Reform Institutions, 2016). The term NGO is defined in the Government Notice No. 50 of 1999 as being an organisation that runs on a non-profit basis, which is registered under the Registration of Associations Act 35 of 1978, that works towards the empowerment of the vulnerable groups - the disabled, the elderly and the homeless among others - and towards the welfare of the community in general (Ministry of Social Security, National Solidarity and Reform Institutions, 2016).

- **The Special Collaborative Programme for Support to Women and Children in Distress**

In 2009, the Ministry of Gender Equality, Child Development and Family Welfare (MGECDFW) launched the “Special collaborative programme for support to women and children in distress” to financially assist NPOs and NSAs serving disadvantaged children and women (Ministry of Gender Equality, Child Development and Family Welfare, 2015). The programme aims at facilitating the integration of women and children into the mainstream of development (MGECDFW, 2015). As such, the services and/or programmes that enhance the survival and protection of abused children, foster the development of children with disabilities, prevent gender-based violence, promote the empowerment of women and further the socioeconomic integration of women detainees and their children are eligible for funding (MGECDFW, 2015).

The maximum grant per project is MUR 2 million (approx. R670,000) and 10% of the total budget should be borne by either the organisation itself or by the contribution of other funders (MGECDFW, 2011). The grant can take charge of capital, recurrent expenses of NPOs, even infrastructural development and purchase of vehicles (MGECSFW, 2015).

- **CSR funding**

The Budget Speech presented by the Minister of Finance in July 2009 was deeply influenced by the global economic crash that happened in 2008. Themed “Riding out the global crisis: saving jobs – protecting people – preparing for recovery”, the government focused on measures that would mitigate the outcomes of the meltdown and to prevent any socio-economic crisis in

Mauritius (Ministry of Finance and Economic Development, 2009). The need for the private sector to support the overarching poverty reduction strategy, particularly the efforts made by NPOs to better the society was accentuated. Measure 253 marked the official introduction of the Corporate Social Responsibility (CSR) initiative whereby, profit-making firms were compelled to give 2% of their profits to CSR activities. They were encouraged to fund activities run by NPOs in the areas of economic activities, education, health, housing, women and children in need (Ministry of Finance and Economic Development, 2009). The Income Tax Act 1995 was amended to accommodate these measures and mechanisms like the National Corporate Social Responsibility Committee (NCSRC) – middleman between NPOs and companies were put in place.

Accreditation by the NCSRC to get access to CSR funds, requires NPOs to be registered with the Registrar of Associations for at least two years, a proven track record of two years minimum, must run local, regional or national social projects/programmes that do not discriminate on basis of race, religion, political affiliations or skin colour, have transparent financial mechanisms and do not run political, religious or profitable activities (Bhukuth and Ballet, 2013).

This new source of funding despite its obvious benefits also had some downsides. In a study undertaken by Bhukuth and Ballet (2013), it was found that there was a lack of transparency on the corporate donors' side regarding their intentions and agendas. Consequently, the risk of NPOs deviating from their original goals to suit the demands of funders is high (Bhukuth and Ballet, 2013). They also argued that corporates were not impartial in the allocation of their funds as there is a tendency of favouring well-known NPOs or NPOs bearing the same ethnic or religious affiliation of the donor companies at the expense of other NPOs (Bhukuth and Ballet, 2013: 180).

Despite these challenges, between 2009 and 2011, companies' CSR contributions towards NPOs amounted to MUR5 billion (Bhukuth and Ballet, 2013).

The Mauritian government has put in place several funding opportunities for NPOs. However, NPOs are also encouraged to engage in social entrepreneurship or other income-generating activities so that they can become financially sustainable (NGO Policy Paper, 2012).

2.5.Characteristics and roles of NPOs

No one denies that NPOs play a pivotal role in developing countries. The political and economic contexts contributed in shaping the roles of NPOs. Failed state-driven development

approaches and inability of states to provide basic services opened up opportunities for NPOs as alternative development stakeholders (Gideon, 1998; Davids et al., 2009).

According to Young and Merschrod (2010) and Banks and Hulme (2012), their prominence in Latin American countries is particularly linked to the adoption and implementation of neo-liberal macro-economic policies such as privatisation of public services and structural adjustment programmes. NPOs in Africa joined development activities as a response to the inability of governments to deliver basic services (Davids et al., 2009). They focus on strengthening the economic participation of the poor and marginalised (Davids et al., 2009).

Banks and Hulme (2012) affirmed that, NPOs are known to be grassroots-driven organisations that are committed to promote empowerment and participatory and people-centred development and to tailor services to address people's needs. In addition to that, because they are able to offer cost effective services and that they are accountable to their beneficiaries, they are preferred by international funders over governments (Gideon, 2010).

Whilst the motivations of aid donors have been extensively researched area, less is known about the criteria motivating their choice of NPOs in the allocation of funds. Abouassi (2012) claims that NPOs are dependent on foreign funding and suggest that little is known about the relationship of NPOs and the foreign funders. Nevertheless, he argues that foreign aid can either be "*demand-led*" or "*supply-led*". Demand-led is more needs-driven where NPOs takes full responsibility of the design and implementation of the initiative and the funder provides the resources needed while supply-led is more top-down whereby NPOs are executors (Abouassi, 2012: 586).

In order to increase their chances of receiving foreign funding, NPOs have adopted aspects of managerialism (Roberts, Jones and Frothling, 2005) such as professionalization and rationalisation (Suárez and Gugerty, 2016). Professionalization refers to recruiting qualified staff that generally work on a fulltime basis or upgrading the qualification of unqualified staff within the NPO so as to enhance its capacity (Suárez and Gugerty, 2016). Rationalisation implies defining the role and purpose of the organisation, using strategic planning, putting in place processes and procedures so that the organisation has a well-defined organisational structure and implementing monitoring and evaluation systems (Bromley and Meyer, 2015; Suárez and Gugerty, 2016). Findings of a research conducted by Suárez and Gugerty (2016) in Cambodia demonstrated that rationalisation and professional increased chances of receiving aid as donors perceive these NPOs as being capable of implementing programmes and services.

In the same study, Suárez and Gugerty (2016) found that “local embeddedness” - the relational aspect of NPOs with their beneficiaries - is important but does not necessarily determine the allocation of funds.

In a competitive funding context, NPOs increasingly adopt focused poverty alleviation strategies. With greater recognition by the international community that poverty affects men, women and children differently; much emphasis is being given to women and children. Weak governance, traditional restrictions on women property rights and violent civil conflicts cripple women’s agency and hence they are more affected by poverty (McFerson, 2010). At the same time, the United Nations International Children’s Emergency Fund (UNICEF, 2016) paints a gruesome picture of the situation of children in the world.

2.6.NPO services aimed at women and children

This section will briefly highlight some of the services that NPOs provide to women and children.

2.6.1. NPO services aimed at empowering women

NPOs are more and more adopting women empowerment as a strategy to address their experience of poverty and its associated ills. Broussard, Joseph and Thompson (2012) claim that poverty increases the inability to satisfy basic needs, lowers self-esteem of women, increases incidence of stress and other mental health problems and accentuates marginalisation. Poverty obviously affects women at different levels and hence, a wide range of intervention models have been developed (East and Roll, 2015). These models in Kabeer’s (2012) view must be women-centred, that is, interventions that will increase women’s capacity to exercise choices by understanding their rights, understanding how their personal experiences are embedded in oppressive structures, experiencing themselves as citizens of a community and taking actions on behalf of themselves and others.

Kishor and Gupta (2004) argued that since households’ well-being and health depend on women, their empowerment is essential both for their own development and for the benefit of their households. That implies increasing women’s control over their lives and bodies, developing their self-reliance, raising their awareness about their rights and protection against discrimination and facilitating their access to education and information (Kishor and Gupta, 2004). Goldman and Little (2015) assert that NPOs are key to facilitating resources that are needed for women to be able to exercise control. The interventions they carry out vary according to contexts and cultures. However, they are more effective when they adopt an

integrated approach that combine personal growth and development, increase control at interpersonal level and at community level (East and Roll, 2015).

NPOs offer services that reflect their vision and mission and they may focus on one or more interventions for empowerment. Some of the interventions are discussed below:

- **Treatment or clinical intervention:** this intervention focuses on trauma and therapies. Cognitive-behavioural therapies that focus on relationships, empowerment and trust are also used (Bisson and Andrews, 2007 cited by East and Roll (2015)). In addition to that, women are offered psychological support and group therapies to reduce isolation and increase their self-esteem.
- **Rights-based interventions:** programmes are formulated around the rights of women, for instance, education, development, health, maternal health and HIV/AIDS (Goldman and Little, 2015). At the same time, NPOs raise awareness of these rights within the community (Goldman and Little, 2015).
- **Economic empowerment:** programmes or projects aimed at business development for women. Women are trained to acquire new skills and to be groomed to launch their own enterprises. Women who are involved in production of artisanal products or other products are encouraged to come together and the NPO facilitates the marketing and sale of these goods (Goldman and Little, 2015).
- **Political empowerment:** the political empowerment is linked to the rights-based driven programmes as women are trained to get better understanding of laws, policies and other macro issues so that they can participate in decision making processes (Goldman and Little, 2015).
- **Micro-finance activities:** Microfinance has been used as an effective tool for poverty alleviation around the world for decades (Morduch, 1999). These activities not only create an opportunity for poor women to access capital, but also allow them to improve and grow their already existing businesses. As a result, personal income has increased, as well as the availability of funds to spend on their children's education, health related issues and improvement of housing and nutritional states (Morduch, 2000).

A study undertaken by Hossain (1988) on microfinance in Bangladesh noted that microfinance had positive impacts on social indicators such as the opportunity for empowerment and the ability to make decisions, which in turn has increased the confidence and self-esteem of borrowers. Pitt and Khandker (1998) indicated that microfinance programs promote the poor

household's investment in human capital through choice of public versus private schooling as well as the contraceptive behaviour of women.

Goldman and Little (2015) asserted that economic empowerment increased the bargaining power of women within their households. Owing to the fact that they were earning an income and contributed to the household budget, domestic violence decreased while their participation in decision making in the household increased (Goldman and Little, 2015). An empowered woman is a model for other women who have been marginalised. Goldman and Little (2015) reported that women inspired other women of the community when they saw that empowered women were being able to participate in meetings at the level of NPOs and men paying attention to what these women were saying.

Strategies adopted by NPOs demonstrate that women empowerment should change the woman's negative perceptions about her own self, enhance her interaction in the public space, allow her to be able to stand on her own feet, widen her opportunities to make choices to reach her goals and to be able to have a voice in decision making processes.

2.6.2. NPO services aimed at children's development

The United Nations Convention on the Rights of the Child 1989 (UNCRC) makes it clear that immediate families, relatives, government institutions, neighbourhoods, civil society including NPOs among others are all responsible for the protection of children and upholding their rights (UN, 1989). NPOs play a central role in the implementation of the UNCRC.

NPOs provide services to children whose development, protection or survival is at risk. Some of the risks that children in developing world face include female genital mutilation, being orphaned by HIV/AIDS, corporal punishment and torture, becoming child soldiers in wars, exploitation as child labour (Polonko and Lombardo, 2015; Ferguson and Heidemann, 2009).

A study on the types of services offered to children in Kenya undertaken by Ferguson and Hiedemann (2009) revealed that NPOs offered the following services:

- Shelter and a family setting to orphaned children. This type of service offers orphans a place to grow up in safety and to be provided with the necessary materials and support they need.
- Provide coaching and guidance for children. Children in Kenya face challenges because of HIV/AIDS and poverty, hence NPOs support these children by providing them mentorship.

- Active listening. NPOs provide space for children to express themselves. Listening to children is showing respect for their opinions, helping to develop mechanisms to better protect them and to better respond to their needs and grievances.
- Educational assistance. Education is the key to leading a better life. NPOs assist children by paying for their diverse educational costs and also by providing non-formal literacy training to children.
- Income-generating activities. Street children are provided with vocational training that will later help them to earn a living particularly through self-employment.

According to Shrivastava, Shrivastaya and Ramsamy (2016), children with disabilities are among the most marginalised and vulnerable members of the society that face challenges in their everyday lives as existing services are not disabled-friendly. In India for example, according to Singal (2009), NGOs provide early screenings and run special needs schools for children with disabilities so that they can develop at their own pace. Additionally, parents of these children are supported by the NPOs and awareness campaigns are run in communities. Shrivastava et al. (2016) recommend that when a disability is diagnosed in children, interventions such as speech therapy, occupational therapy, physiotherapy among others should be provided the soonest possible to prevent progression of the disability.

2.7. Services offered by NPOs in Mauritius

As seen under section 2.4, over 8000 NPOs are registered under the Registrar of Associations Act serving various causes in the Republic of Mauritius (DCP, 2013). Unfortunately, their services and activities are not always well documented. To some extent the present research will fill that gap.

2.8. Summary

This chapter has provided an overview of the different regulations affecting NPOs in Mauritius as well as the various theoretical perspectives that underpin this study. A critique of development aid and more specifically the European Development Aid Fund was discussed in relation to the Mauritian context. The post EU aid situation was also presented with its funding possibilities and the NPO situation was brought into sharp focus. The roles that these NPOs play particularly in relation to women and children were highlighted since this is part of this study's focus. The following chapter discusses the methodology.

CHAPTER THREE: METHODOLOGY

3. Introduction

This chapter presents the methodological framework which sets out the entire research process. It discusses the research design, the sampling approach, data collection process and tools, data analysis, data verification and the study's limitations.

3.1. The research design

Research design is the strategic planning of the research process (Babbie and Mouton, 2001). The present research adopted a qualitative, exploratory approach as research design. Qualitative research is a broad methodological approach used to study human actions from the perspective of the social actors themselves (Babbie and Mouton, 2001: 270).

The strengths of the qualitative approach lie in the fact that it allows an in-depth insight into actions and events and even try to understand and explain social actions in their context rather than generalising theories (Babbie and Mouton, 2001). The study explored how NPOs in Mauritius perceive the contribution of the EDF in facilitating services that they offer in the field of women empowerment and child development. The perspectives of NPO personnel provided the data for this study.

3.2. Population and Sampling

- **Population**

There are 240 NSAs that received EDF funding between 2005 and 2010. All the EDF funded NPOs that provide services specifically to women and children in Mauritius formed the population from which the sample was purposively selected.

- **Sampling strategy**

Only those NPOs that have been receiving funding from the EDF between 2005 and 2010 and that serviced women and children were purposively selected. Hence, non-probability, purposive sampling occurred (Rubin and Babbie, 2014). The method consists of choosing a sample that is based on the researcher's judgement which considers such a sample as 'information rich' and useful (Rubin and Babbie, 2014). The voluntary participants consisted of those who were involved in the implementation of projects funded by the EDF and who were willing to provide the necessary information and share their perspectives (Rubin and Babbie, 2008).

- **Sample groups**

For purposes of this minor dissertation, 22 participants formed the total sample. Nineteen NPO participants who participated in the study came from:

1. Ten NPOs which were given an EDF grant for projects targeting disadvantaged children
2. Nine NPOs whose projects were geared towards the empowerment of women

[see Table 2, Chapter 4, page 36]

In addition to these NPO participants, three key informants were also interviewed, namely one key informant from the EU delegation in Mauritius and two key informants from the DCP Office. The key informant approach consists of collecting data from people who hold special knowledge of the topic under study and who also were willing to participate (Rubin and Babbie, 2008). **[see Table 3, Chapter 4, page 37]**

The gender breakdown of the total group of participants consisted of 14 females and eight males, all residing in Mauritius.

3.3. Data collection approach

Data was collected from the NPO participants and key informants through in-depth interviews. The in-depth face to face interviews allowed for the gathering of rich data emanating from detailed conversations (De Vos, 2002). Probing and exploration of the issues allowed for a comprehensive understanding of the topic. Data was collected over a period of two months (April to May 2016) and each interview lasted a minimum of 60 minutes. The interviews were conducted in Mauritian Creole and French as the majority of Mauritians express themselves more comfortably in these two languages even if English is the official language of the Republic.

3.4. Data collection tool

For the purposes of this research, an interview schedule **[Appendix II, page 110 & Appendix III, page 114]** with pre-determined open-ended questions was used. Participants were asked to provide their own perspectives to the questions and the interviewer probed wherever it was necessary for further clarification (Rubin and Babbie, 2008). The interviews were conducted and recorded with the participants' consent **[Appendix IV, page 119]**.

As Rubin and Babbie (2008: 202) indicated, the questions were clear. The interview schedule was piloted and changed for better clarity. Furthermore, the interviewer could facilitate understanding where necessary and also probe certain answers.

3.5. Data collection apparatus

A voice recorder was used with the consent of the participants during the interview. A notebook was also used to take down notes whenever necessary. Recording the interview allow the interviewer to focus on the interview and non-verbal cues instead of writing down responses of participants (De Vos, 2002). Such verbatim recording ensured accuracy in capturing exactly what participants said.

3.6. Data analysis method

Once the interviews were recorded, they were transcribed and the transcriptions were printed out for analysis. The data was analysed using Tesch's (1990) method as cited in Zhang and Wildermuth (2009). These steps were:

- Reading through the transcripts to get a broad understanding of the meaning that respondents were offering. The essence of the participants' responses was jotted down under labels in the margins.
- This labelling process was carried out with all transcripts.
- Once this labelling (coding) was done, the labels were analysed, reviewed and some changes made where necessary.
- The labels or codes were organised into categories and sub-categories of main themes.
- A table reflecting these main themes, categories and sub-categories was constructed.
- The table was checked and revised.
- The analysis of findings was done in a logical sequence according to this table.
- Actual quotes were used and reference was made to similar studies in the literature review.
- Findings were compared and contrasted with theories, funding regulations and the available literature. Furthermore, critical insights were offered as well.

3.7. Data verification

Data verification in qualitative research refers to the process of making sure that the qualitative data is actually valid data. For this study, the constructs of dependability, transferability, credibility and confirmability developed by Guba and Lincoln (1981) were used.

- Dependability alludes to the fact that similar findings will be generated in the case that the study is repeated in a similar context and with similar participants (Babbie and Mouton, 2001). With regards to the present study, some degree of dependability is possible as a limited number of NPOs servicing women and children was funded by the 9th EDF and there is a strong probability that similar participants and similar organisations would produce same results.
- Transferability refers to the extent to which the findings can be applied to other contexts or other participants (Babbie and Mouton, 2001). Several aspects of the findings may be easily transferable to other NPOs that were funded in Mauritius, however some others may not due to difference in organisational structures and their contexts.
- Credibility ascertains that the findings reflect reality (Shenton, 2004). To ensure credibility, researchers can make use of a variety of tools (Shenton, 2004). For the purpose of this study, referential adequacy through audio recording and triangulation were used. All interviews were digitally recorded and accurately transcribed in their original languages, which were Mauritian Creole and French for the majority to ensure referential adequacy. Being proficient in English, French and Creole, I translated the transcripts from the two languages to English. The participation of key informants from the EU Delegation and the DCP office confirmed certain data collected from NPO participants, hence there is a degree of triangulation of findings.
- Confirmability refers to the extent to which the findings are the outcome of inquiry rather than the biases of the researcher (Babbie and Mouton, 2001). Babbie and Mouton (2001) argued that the researcher must create a confirmability audit trail using raw data that would allow interpretation drawing conclusions and making recommendations. In the present study, the transcriptions of interviews recorded constitute the raw data. The Tesch's model of analysis was used to analyse the data collected in relation to the objectives of the study.

3.8. Limitations of this study

Despite the appropriateness of the research design the researcher acknowledges that there are some inherent limitations. These are discussed below.

- **Exploratory studies**

Exploratory studies according to Rubin and Babbie (2008) can only provide insights on the topic under scrutiny and these insights cannot be generalised.

- **Sampling**

The purposive sample of 19 NPO participants may not reflect the opinions and experiences of the whole population of NPOs that service women and children in Mauritius and that received funding from the EU between 2005 and 2010.

However, the **subjectivity** of the data given the purpose of the study is no limitation as such and generalisation was not a goal of the study

- **Experience of the researcher**

The main limitation lies with the researcher's lack of experience in the research field. However, frequent supervision and debriefing sessions with the supervisor provided guidance to the researcher to mitigate limitations and ensure the integrity of the research process.

3.9. Summary

This chapter gave an overview of the key methodological considerations of this study. The research design, the data collection process, data analysis, data verification and limitations of the study were discussed. The following chapter presents and discusses the findings.

CHAPTER FOUR: PRESENTATION & DISCUSSION OF FINDINGS

4. Introduction

This chapter will present and discuss the findings. Twenty-two interviews were carried out between mid-April and May 2016 among 19 NPOs (those NPOs had projects funded by the Decentralised Cooperation Programme (DCP) during the period 2005 and 2010) and three interviews carried with the European Union Delegation (EU) and the DCP respectively. The profile of the participants and the key informants will be presented in a table. Thereafter a framework for the discussion of findings will be presented consisting of the major themes and categories. The major themes were elicited from the findings and were linked to the study's objectives. The categories were elicited after the labelling and coding process and reflect the sub-themes of the 5 major themes.

The objectives of the study are:

1. To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
2. To examine how the EU has facilitated the service delivery of the NPOs.
3. To find out how women and children have been empowered.
4. To ascertain how the service delivery has improved the lives of the beneficiaries.
5. To determine the nature of the challenges facing these organisations in the post EU funding period.

4.1. Profile of NPO Respondents and NPOs

For the purposes of this study, one key participant from each of the 19 NPOs were interviewed. All these NPOs were funded by the EDF between 2005 and 2010 to further the development of children or the empowerment of women and thus all participants were involved in the implementation of the projects which make their participation meaningful. **Table 2** provides a brief biographical profile of the NPO participants and the core services offered by the NPOs.

Table 2: Profile of NPO respondents

NPO Respondents	Age	Gender	Qualifications	Job title	Core services of NPOs	Yrs at NPO
NPOR1	41	F	Bsc Social work	Assistant director	Child protection and care and education	14
NPOR2	54	F	Dip Social work	Coordinator	Education and Skills training	10
NPOR3	53	F	Higher School Certificate	President	Education and skills training	20
NPOR4	77	F	Msc Geography	Founder	Support to teenage mothers	21
NPOR5	60	F	Dip Social studies	Director	Protection and prevention of gender-based violence	20
NPOR6	55	F	Foundation Social work	Officer in charge	Child protection and care	25
NPOR7	47	F	(i)School Certificate (ii)Adult literacy	Director	Non-formal education	27
NPOR8	42	M	Degree in Management	Director	Non-formal education	24
NPOR9	57	M	Msc Marketing	Managing Director	Non-formal education	15
NPOR10	55	F	School Certificate	Director	Drug abuse treatment for women	12
NPOR11	70	F	Professional training in Media	Founder	Child protection	13
NPOR12	52	M	Dip. Project Management	President	Therapy and education to people with epilepsy	11
NPOR13	71	F	School Certificate	Board Member	Support to women entrepreneurs	15
NPOR14	67	F	Bsc Business Administration	Manager	Non-formal education	16
NPOR15	56	F	(i)Dip Management (ii)Special Education needs	Founder & Director	Therapy and education to children with disabilities	15
NPOR16	55	F	Occupational Therapy	Founder & Director	Therapy and education to children with disabilities	8
NPOR17	62	M	(i) Bsc Ecology and Botany (ii) Postgrad degree Education	Co-founder & Chief Executive Officer	Environment and sustainable development	28
NPOR18	45	F	(i) Msc Social Development (ii) Msc Gerontology	Executive Director	Sexual and reproductive health services	20
NPOR19	36	M	Professional artist	Treasurer	Promotion of arts	9

Discussion of Table 2: The NPO participants consisted of 14 females and five males and they were all holding managing or leading positions within the NPOs. The high number of female participants reflects the strong leadership presence of females in the NPO sector in Mauritius and at the same time reflects on a NPO sample that works predominantly with the empowerment of women and children.

All participants had secondary school education and the majority had tertiary level certificates and degrees in social sciences related fields, management or natural science fields.

On average the NPO participants have 17 years of involvement with their NPOs. The long-standing engagement of the respondents with these NPOs suggests that they are competent to provide the necessary information for this study.

4.2. Profile of key informants from the European Union Delegation (EU) and the Decentralised Cooperation Programme (DCP).

Three key informants working for the European Union Delegation (EU) and the Decentralised Cooperation Programme (DCP) participated in the study.

Table 3: Profile of Key informants from the Decentralised Cooperation Programme (DCP) and the European Union Delegation (EU)

Key Informants	Age	Gender	Qualifications	Position in agency	Agency mission	Yrs at Agency
KIA	38	Male	(i) Higher School Certificate (ii) ACCA Part 2	Project Accountant	Funding of poverty alleviation NPO projects	9
KIB	57	Male	(i) Bsc Accounting (ii) HCA	Programme Accountant	Funding of poverty alleviation NPO projects	5
KIC	44	Male	Masters in Agricultural Economy	Project Manager	Development partner	8

Discussion of Table 3: The three key informants had tertiary level education and have an average of 7.5 years of experience within their agencies. They were all involved in the implementation of the 9th EDF, thus were also equipped to provide their particular perspectives

on how the EU funding between 2005 and 2010 facilitated the services of the NPOs that received the EU grant.

4.3. Framework for analysis

Table 4 presents a framework developed based on Tesch's (1990) qualitative analysis model cited by De Vos et al. (2005).

Table 4: Framework of analysis

Themes	Sub-themes & Categories of Sub-themes
1. Nature and extent of services funded by the EDF	<ul style="list-style-type: none"> ➤ Establishment and purpose of the DCP ➤ <u>NPO projects and programmes funded by the EDF</u> <ul style="list-style-type: none"> • Skills development for economic empowerment of women • Treatment intervention for women • Various educational support to children • Support to disabled children ➤ Amount of funding ➤ Funding modality
2. Ways in which the EU funding facilitated the service delivery of NPOs	<ul style="list-style-type: none"> ➤ Infrastructural development that meets service needs ➤ Implementation of new initiatives ➤ Reaching more people in need ➤ <u>Non-financial benefits derived</u> <ul style="list-style-type: none"> • Increased visibility and credibility • Capacity building of NPOs ➤ <u>Challenges and constraints of the funding</u> <ul style="list-style-type: none"> • Complex application procedures • Unhelpful DCP officers • Implementation deadline for projects
3. The empowerment of women and children	<ul style="list-style-type: none"> ➤ <u>NPOs' perception of women empowerment</u> <ul style="list-style-type: none"> • Gaining control of one's life • Creating enabling conditions • Economic independence ➤ <u>Activities run by NPOs to empower women</u> <ul style="list-style-type: none"> • Various services and therapeutic interventions • Skills development and economic independence ➤ Ways in which the EU funding has empowered women ➤ Barriers to women empowerment ➤ <u>NPOs' perception of children's development</u> <ul style="list-style-type: none"> • Rights-based approach and satisfaction of children's needs • Achieving autonomy and social integration ➤ <u>Activities run by NPOs to enhance the development of children</u> <ul style="list-style-type: none"> • Combination of residential and non-residential services • Therapeutic, medical and educational services to disabled children • Non-formal educational and training programmes ➤ <u>Existing barriers to the development of children</u> <ul style="list-style-type: none"> • Lack of parents' support
4. Improvement of lives of beneficiaries	<ul style="list-style-type: none"> ➤ More agency and more income ➤ Breaking the cycle of poverty
5. Post EU funding challenges	<ul style="list-style-type: none"> ➤ <u>NPO strategies to sustain EU-funded services</u> <ul style="list-style-type: none"> • CSR funding and donations and volunteerism • Revenue generated by the EU-funded activities • Diversified sources of funding ➤ <u>Funding challenges encountered by NPOs</u> <ul style="list-style-type: none"> • Unreliability of CSR funding • Mushrooming of NPOs and corporate's doing social development • Increased difficulty in funding women empowerment projects • Impact of lack of funding on sustainability of EU-funded services ➤ <u>Role of government in providing funding to NPOs</u> <ul style="list-style-type: none"> • Government as a facilitator to access resources

4.4. Presentation and discussion of findings

The findings will be discussed in relation to the main themes, sub-themes and categories as laid out in Table 3. The original quotes in French and Mauritian Creole which have been used in this study chapter can be found in Appendix I. The findings will be compared and contrasted with other studies and various theoretical models discussed in the literature review.

4.4.1. Nature and extent of services funded by the EDF

NPO participants and key informants alike were asked about the services that were funded by the EDF. The key informants shed more light on the funding procedures and the role of their respective agencies while NPO participants expressed themselves on the projects and programmes for which they received an EU grant.

➤ Establishment and purpose of the Decentralised Cooperation Programme (DCP)

As stipulated in the Cotonou Agreement (2000), the proposal for funding was written by the Mauritian government and the allocation of the EDF was based on the Country Strategy Paper (2004):

“The government designed its programme and submitted a funding proposal to the EU. Everything is related to the Cotonou Agreement. The EU used the Country Strategy Paper of the Republic of Mauritius as guideline to determine the assistance it would provide and following that, a Funding Agreement was signed between EU and Mauritius. EU never imposes its priorities but acts in accordance with the priorities of the government. 95% of the funding went directly to the Treasury of the government as Budget Support to assist the economic reform, while around 2% which represent 13€ million was allocated for NGO projects through the Decentralised Cooperation Programme. The priorities and sectors where the EU put emphasis include women empowerment, gender equality, HIV, disability. These themes are equally found in the priorities of the government.” (KIC, Appendix I, Page 92, No.1)

The key informant confirmed that the 9th EDF was a development aid in nature as a large amount (95%) was allocated to assist the broad economic reform of the Mauritian government in the form of Budget support (Szirmai, 2008). The priorities of the Mauritian government were aligned with that of the European Commission (EC, 2016) and the needs of the recipient prevailed (Carbone, 2013).

In accordance with Article 70 of the Cotonou Agreement (2000) and the Country Strategy Paper (2004), the DCP was set up under the aegis of the Ministry of Finance and Economic Development (MOFED) to manage the 13€ million allocated for micro-projects:

“The DCP was providing funding for NGO poverty alleviation projects and simultaneously we were running training programmes. We were also assisting them to monitor their projects.” (KIA, Appendix I, Page 92, No.2)

“The same time we (the DCP) are giving grants and at the same time we are building their capacity (NPOs) to stand on their own, to implement their project on their own. We also carried out “hand-holding”, that is assisting the NGOs in filling out their application forms” (KIB)

Poverty alleviation was central to the purpose of DCP and hence all the micro-projects funded were in line with it (European Commission, 2016). The DCP had the responsibility to strengthen the capacity of NPOs (Cotonou Agreement, 2000). The key informants pointed out that the DCP was particularly funding NPO services and programmes that were not provided by the government to avoid unethical competition:

“Services that the government, governmental institutions, parastatal bodies or any other organisations cannot offer, otherwise it would look like EU is competing with the activities of governmental institutions.” (KIB, Appendix I, Page 92, No.3)

Article 70 of the Cotonou Agreement (2000) clearly stated that micro-projects addressing needs of local communities should be funded.

The key informants explained that the allocation of grants was done using the EU grant system and it was also adapted to fit the Mauritian civil society context:

“I don’t know if we did that only in Mauritius. At the beginning, grants were allocated only through Call for Proposals which was competitive. Then we decided to introduce something called “Small Grants Window” which was simpler than a Call for Proposals. We needed EU’s approval first. We told them that many NPOs lacked the necessary capacity and without the “Small Grants Window”, we wouldn’t have been able to fund many NPOs.” (KIB, Appendix I, page 92, No.4)

The EDF allowed flexibility to adapt the grant allocation system to the local context (Carbone, 2013). Without the “Small Grants Window” system, far less than 240 NPOs in Mauritius would have been funded as most lacked the capacity to compete under the EU system also known as “Call for Proposals”.

Given the newness of the 9th EDF, the DCP team undertook an important information campaign across the country prior to effecting funding:

“Call for proposals was something new in Mauritius between 2005 and 2010, nobody, no NGOs, CBOs, district council, municipalities, nobody knew about it, so for the first 2 years, you will notice that we (DCP) did not effect any funding, because we were carrying out fieldwork explaining to them what is exactly a call for proposal and how to apply for a call. We called upon a long term expert to assist us because we were not acquainted with the procedures of the EU.” (KIB)

Therefore, the major roles played by the DCP team between 2005 and 2010 consisted of creating awareness about the available EU funding, assisting NPOs when they were applying for funding, funding of NPO programmes and projects which aimed at reducing poverty in

Mauritius, coaching them through the implementation of their initiatives and lastly to carry out capacity building programmes to enhance the abilities of NPOs to fully play their roles as development stakeholders.

The key informants were convinced like Negre et al. (2013) that the EDF contributed to the overall development of the country and that the funds were judiciously used. That could be due to the high degree of ownership of programmes and projects that the different recipients of the EDF enjoyed and the freedom to adjust to the context of the recipient countries.

➤ **NPO projects and programmes funded by the EDF**

This section presents the NPO services, programmes and projects that were specifically funded by the EDF. All the projects were either for women empowerment or children's development. These covered economic empowerment of women, various therapies and treatment interventions for women, support to early childhood development, educational support to children mainstream educational schools, support to children in non-formal facilities and support to disabled children.

• **Skills development for economic empowerment of women**

Five projects that were funded by the EDF focused on the economic dimension of women empowerment:

"Skills training in pastry, hairdressing and handicraft for young women." (NPOR2, Appendix I, page 92, No.5)

"We set up a duck-rearing farm for 15 to 20 women, because in Dubreuil, they were far from everything and it was difficult for them to find work, so we decided to develop some activities for them on the plot of land we had there." (NPOR13, Appendix I, page 92, No.6)

"To set up a workshop where we run training programmes to empower women. We came up with the concept Made in Heaven when we realized that the tourism industry was in transition and there was a lack of local artisanal tourist products while our markets were flooded with artisanal products from China and Madagascar, there was a need for that type of products." (NPOR17, Appendix I, page 92, No.7)

"It was a women empowerment project which consisted of enhancing the operational capacity and upgrading the infrastructure of the daycare centre for children so that women of the community can go to work. The daycare centre would enable women to become economically independent and at the same time leaving their children in a safe and appropriate place." (NPOR18, Appendix I, page 92, No.8)

"There were training courses in IT, painting, adult literacy, handicraft, embroidery, creativity, business creation, identification of a sales point and possibility to organize craft fairs. These trainings were meant to strengthen the women's abilities in creating their businesses." (NPOR19, Appendix I, page 93, No.9)

The responses indicate that the initiatives to empower women were driven by the need to facilitate their access to income and by overcoming the constraints that prevented them from becoming economically viable. As Article 70 (Cotonou Agreement, 2000), the NPOs received a grant for an initiative at local level that was likely to improve the socio-economic conditions of the beneficiaries and that was formulated together with them. There was an emphasis on skills development trainings which Goldman and Little (2015) considered as a popular NPO strategy to enhance the abilities of women so that they can actively participate in an income generating activity. Therefore, skills development for women's economic participation is a poverty alleviation intervention.

- **Treatment intervention for women**

Another set of NPO programmes under the women empowerment theme that was funded aimed at providing protection, rehabilitation and other therapies to women experiencing some kind of exclusion due to trauma:

“Construction of the shelter and then it was one year for running costs that is salaries, groceries, bills and expenses related to the vehicle.” (NPOR5, Appendix I, page 93, No.10)

“Farm-school and purchase of a vehicle. The farm school comprised of a vegetable garden and animal rearing that was meant to teach beneficiaries how to grow food, provided occupational therapy and at the same time acquire skills which could be helpful in the future for their empowerment and becoming autonomous.” (NPOR10, Appendix I, page 93, No.11)

“They (EU) funded part of the refurbishment...the fridge, electrical appliances and equipment of the halfway home [for young women].” (NPOR11, Appendix I, page 93, No.12)

Treatment intervention according to Bisson and Andrews (2007, cited by East and Roll, 2015) is an important women empowerment strategy that helps to increase women's self-esteem and facilitate their social integration. These NPO participants indicated that they were the only service providers in their respective fields in Mauritius.

- **Educational support to children**

Early childhood development services such as crèches and pre-primary schools are fee-paying in Mauritius. NPO participants revealed that in many cases, children from poor families drop out of school very early because they missed pre-primary schooling due to lack of resources. Consequently, the DCP provided funding to programmes facilitating access to these services:

“The construction and implementation of our first Early Childhood Centre in Albion to provide Early Childhood services to children aged 0 to 8 years and provide support to their parents.” (NPOR1, Appendix I, page 93, No.13)

“We provided support to 55 pre-primary school children aged between 3 and 5 years old. They were given school materials, uniforms and lunch at school because they were not able to follow in class.” (NPOR3, Appendix I, page 93, No.14)

The DCP funded remedial programmes for children facing learning difficulties in formal education schools:

“Educational support in the form of remedial classes for primary and secondary level students. We recruited 2 teachers, one for primary level and another one for secondary level and a psychologist.” (NPOR6, Appendix I, page 93, No.15)

“It was educational support for children of the village. In the afternoon, they would come and we helped them with their homework. There was a demand for it as we noticed that not all parents could afford private tuitions for their children, so we came up with that programme.” (NPOR7, Appendix I, page 93, No.16)

The funding included support to children in non-formal educational facilities as well:

“The creation of a pedagogical farm whose principal objective was to initiate and raise the awareness of youth about food, secondly to train them about enterprise creation and thirdly to teach them how to become self-sufficient and also that they can sell extra supply in the context of food security, they can produce to feed themselves and to sell surplus of the produce in the context of food security.” (NPOR8, Appendix I, page 93, No.17)

“The construction of a vocation educational and training facility. We used transformed containers to run training and non-formal education for adolescents.” (NPOR9, Appendix I, page 93, No.18)

Education addresses a basic human need that furthers understanding (Max-Neef, 1991), is key to a brighter future (Ferguson and Hiedemann, 2009) and is a priority area for both Mauritius and the European Commission (European Commission, 2016). The initiatives that were funded addressed the different needs of children whose development was constrained and thus they were eligible for the EDF funding.

- **Support to children with disabilities**

The EDF funded services aimed at the development of children with disabilities:

“To set up...a club that will accommodate...more than 240...children...0 to 16 (years old)...in order to provide them with leisure activities, recreational activities and a sort of social upliftment...(b)ecause these kids normally, they are confined to their home due to their epilepsy...it’s a huge stigma! So, it’s one way of breaking the barrier, getting these kids into the mainstream through regular activities on a monthly basis.” (NPOR12)

“We received funding for part of the construction of our school and for the purchase of equipment and furniture: tables, chairs, blackboards and so on, to serve disabled children.” (NPOR15, Appendix I, page 93, No.19)

“Provide security, that is building of the wall surrounding the building.” (NPOR16, Appendix I, page 94, No. 20)

Disability in children was another child development area where the EDF provided assistance. Singal (2009) stated that these NPOs ran schools that catered for the special development needs of children with disabilities.

All the NPO initiatives funded through the DCP were in line with Article 70 of the Cotonou Agreement (2000) and to the broader poverty alleviation objective of the partnership. Responses indicated that the wide range of initiatives funded was needs driven and likely to improve the socio-economic context of their respective target groups (Agbor, Petters and Okon, 2011, Omofonmwan and Odia, 2009). The strategies even if not explicitly mentioned, were conceptually underpinned by the Human scale development approach developed by Max-Neef (1991) or the empowerment approach/perspective (Korten, 1984; Kabeer, 1999; Sen, 1997) and Sen's (1999) capability approach.

➤ **Amount of funding**

NPOs' services and programmes were funded by the DCP under either the Call for Proposals (CfP) scheme, whose budget ranged between MUR420,000 and 4.2 million (approx. R1.6 million) and under the Small Grants Window (SWG) whose ceiling was MUR420,000 (approx. R160,000). **Table 5** shows the number of grants received per NPO. More explanations about the funding will be provided.

Table 5: Number of projects funded per NPO

NPO respondents	No of projects funded under CfP	Theme of projects funded	No of projects funded under SWG	Theme(s) of projects funded
NPOR1	1	Child development	1	Child development
NPOR2			1	Women empowerment
NPOR3			4	Child development
NPOR4			1	Women empowerment
NPOR5	1	Women empowerment		
NPOR6			1	Child development
NPOR7	1	Child development	1	Child development
NPOR8			2	Child development
NPOR9			2	Child development
NPOR10			2	Women empowerment
NPOR11			2	Women empowerment
NPOR12			2	Child development
NPOR13			1	Women empowerment
NPOR14			2	Child development
NPOR15			2	Child development
NPOR16			1	Child development
NPOR17	1	Women empowerment		
NPOR18			2	Women empowerment Capacity building
NPOR19			2	Women empowerment Capacity building

Discussion of Table 5: The majority of micro-projects were funded under the small grants window (SGW) scheme and that reflects the general grant allocation of the DCP. The average number of grants an NPO was awarded under the SGW was 1.5. Some NPOs received a grant to specifically enhance their organizational development.

➤ **The funding modality**

In line with Article 71 of the Cotonou Agreement (2000), the EDF's contribution did not exceed 75% of the total budget or 75% of the ceiling of the CfP or the SGW and the remaining 25% was covered by the organisation either through “in-kind” contributions or cash contribution according to their capacity.

Grants received under the CfP were meant to undertake major infrastructural projects:

“Funding for the construction was MUR4.2million. We had to secure MUR7.8million separately. We had only 2 funders whose funding was MUR1.5 million each. Others gave us like MUR500,000 or MUR800,000. We received donation in terms of services, for example professionals like architects, engineers, quality surveyor and volunteers.

Also, some companies, gave us some MUR500,000 in terms of construction materials.” (NPOR1, Appendix I, page 94, No.21)

“The grant was MUR 4.2 million. We had to contribute 25% of the budget. The Rotary of Grand Baie gave us MUR700,000. Then we called for donations. Some donors for example gave us tiles and a lot of construction materials. When we add what we raised, the MUR700,000 and the in-kind donations, we reach a total of MUR2 million.” (NPOR5, Appendix I, page 94, No.22)

“The total budget was slightly more than MUR5 million and we had to contribute 25%. We contributed some MUR500, 000 in cash, then as in-kind contribution, it was a lot of training and natural resources.” (NPOR17, Appendix I, page 94, No.23)

The above responses reveal that among the funders of these projects, EU was the biggest one, thus confirming Hurt’s (2006) statement that EU was the biggest aid provider. Grants under SGW were same as for CFP:

“It was the MUR400,000ish funding. We contributed in terms of materials and classrooms, just in-kind contribution.” (NPOR6, Appendix I, page 94, No.24)

“We got funding for 2 projects, a total of some MUR800,000. The total cost of the construction was MUR1.7 million, we got MUR400,000 from the DCP, MUR800,000 from Rotary, another organisation gave us MUR400,000 and then we received donations from similar organisations that we added up to complete our construction.” (NPOR15, Appendix I, page 94, No.25)

“Both projects were funded at MUR420,000 each. So, we got MUR420,000 plus 25% which makes a total of slightly more than MUR540,000. Our contribution was in terms of our time to monitor the project, volunteers and then some cash to supplement to reach the total budget costs. It was money from our tills.” (NPOR18, Appendix I, page 94, No. 26)

The NPOs’ contribution of 25% which was covered principally by a diverse range of other funders and in terms of in-kind donations, demonstrate that NPOs lacked the financial capacity to do so (Agbor, Petters and Okon, 2011, Omofonmwan and Odia, 2009).

4.4.2. Ways in which the EU funding facilitated the service delivery of NPOs

NPO participants reported that the EU funding facilitated the service delivery of their respective NPOs in numerous ways. This section discusses the ways in which the EU funding has facilitated the service delivery of NPOs.

➤ Infrastructural facilities that meet service needs

Among the sample of this study, the DCP funded at least five small scale infrastructural initiatives such as construction of a building or the upgrading of an existing facility. One may think that an infrastructural project is not a service, however, NPO participants explained that it facilitated their service delivery:

“We had the plot of land and the programme was ready. The funding allowed us to shift from adjusting our actions to available space. The existing building was an orphanage that we converted and reconverted constantly. But now, you conceptualise the project from its infrastructure to the services.” (NPOR1, Appendix I, page 94, No.27)

“Before the construction of the building, the church granted us space on the parish to work and we were about 40 people there. We were confined and when it rained, it was leaking everywhere. Like the children said, we were like ducklings! When it was sunny and warm, we used to work under the trees in 2 or 3 groups because the yard was spacious. When it rained, we had to cling against each other. It was difficult to work in these conditions but we did it for 7 or 8 years! A lot has changed since, for sure, a lot has improved. When you look at our actual kitchen, now we have a proper one where we can teach pastry to the children. We also have an office. Back in the days, we had a tiny office which was leaking and we had to move the desks and chairs around all the time.” (NPOR7, Appendix I, page 94-95, No. 28)

“We were effecting touch ups here and there. The fence and the gate were completely rotten, there was no space for babies to sleep and we were unable to replace obsolete furniture due to lack of funds. So, when we received that grant, we have been able to replace the furniture, have a proper fence, redo the painting and buy new toys for children.” (NPOR18, Appendix I, page 95, No.29)

It is clear that an inappropriate infrastructure limits the scope of service delivery of NPOs. The EU funding enabled NPOs to improve their infrastructure that would enhance the learning conditions and learning experience of children (Agbor, Petters and Okon, 2011). In doing so, NPOs reduced the probability of poor children dropping out of school early.

The EU fund prevented the dissolution of unique services such as providing shelter for victims of gender-based violence in Mauritius:

“When we received the DCP funding, we have been able to carry on our action because it covered our running costs for one year. We were in a crisis situation as before we were funded by a German foundation which stopped supporting us. After 4 years, the foundation decided to leave us and we were broke. So, the DCP funding gave us time to breathe and to continue with our action, because at some point we were considering closing down, because without funds, how would we carry on? We made calls to get funding, the government didn't respond and the CSR didn't exist at that time, so we had to rely on our acquaintances and contacts to see if firms could give us bits and pieces. The EU funding covered all expenses for one year.” (NPOR5, Appendix I, page 95, No.30)

Roberts, Jones and Frothling (2005) affirmed that foreign funding promoted aspects of project management within NPOs. In the present case, it seems that the EU funding enhanced the operational and management aspects of the organisation.

➤ **Introduction of new services and programmes**

The EU funding gave NPOs and opportunity to add new services to their usual activities:

“There was a need to meet and an opportunity came up. The EU allowed us to implement that project which had snowball effect in the sense that nowadays, you can see converted containers everywhere. Non-formal education has its place and it is the job of NGOs and CBOs, so I would say that EU facilitated the implementation of that vocational facility and to see how it pans out.” (NPOR9, Appendix I, page 95, No. 31)

“Yes, it was a new initiative because we were looking for activities for our residents. We had a huge plot of land and we wanted to exploit it so that we could ease the strain of our budget.” (NPOR10, Appendix I, page 95, No.32)

“At the Rehabilitation Youth Centre, we set up a school because there was none. We set up a school for cookery, hairdressing and placement which culminated with a certificate. We realised that girls exiting the RYC were completely vulnerable and were illiterate. So we went to the RYC and started the work to ensure a smooth transition.” (NPOR11, Appendix I, page 95, No.33)

“A very new initiative that we started from scratch. We needed machines, trainings, natural resources and I wouldn’t have been able to find all that money at once, so EU helped us to offset these costs.” (NPOR17, Appendix I, page 95, No.34)

Many participants emphasised that the EU funding was an opportunity for NPOs to develop more programmes that could address the needs of their beneficiaries (Gavas, 2012).

➤ **Reaching more people in need**

With the funding, NPOs could extend their services to a larger number of needy people:

“It allowed us to do something particularly for the youth of our community.” (NPOR2, Appendix I, page 95, No.35)

“Without capital in hand, we wouldn’t have been able to take 50 children on board. We would have had taken 10 or 15, but this funding allowed us to take a greater number of children, because we had the means to do so.” (NPOR3, Appendix I, page 96, No.36)

“Haden’t we implemented this project, there would have been more poverty today. Nowadays, these children with disabilities are able to attend school and their parents can go to work otherwise, one parent would have had to stay at home to look after them permanently.” (NPOR15, Appendix I, page 96, No.37)

All micro-projects funded were formulated, initiated and implemented by NPOs together with the target groups. NPO participants expressed satisfaction to the fact they could claim full ownership of their interventions (Abouassi, 2012).

➤ **Non-financial benefits derived from funding**

Besides financial means to further their objective, the EU funding carried unexpected non-financial benefits. NPO participants noted an increase in their visibility, credibility and trust and an enhancement of their capacity.

- **Increased visibility and credibility**

A major unexpected outcome of the EU funding was the trust from other funders principally, that emanated from an increase in the visibility and credibility:

“When you say that your organisation have been funded by the DCP, your organisation is looked up to because it is not easy to get a grant from the DCP. When we send our funding proposals to other funders and they see that you have been funded by the DCP and you managed to write the reports, it creates trust.” (NPOR2, Appendix I, page 96, No.38)

“At the level of the association, the funding gave us confidence to continue our work. It gave us credibility because funding from EU is not given to anybody. So it gave us self-confidence and also create trust among other partners that our NGO will be able to realise a project if they fund us.” (NPOR8, Appendix I, page 96, No.39)

The credibility that the funding offered was not restrained to the level of funders, NPO participants felt that they inspired trust in communities they served:

“When the organization was closely associated with EU, that gives more credibility to the work that is being done, I mean the community. People’s like “oh, this organization is getting funding from EU, this is very genuine.” (NPOR12)

“We were given technical support and through their site visits, they provided guidance. So, if we have received an EU grant, it adds credibility to all that we do.” (NPOR18, Appendix I, page 96, No.40)

- **Capacity building of NPOs**

With the funding, NPOs enhanced their capacity:

“We were trained on project management and monitoring and evaluation and all that built our capacities. The fact that we had to follow some administrative procedures that the DCP put in place, this has allowed us to strengthen our skills.” (NPOR10, Appendix I, page 96, No.41)

“We have been taught how to manage our funds and we have acquired experience so much so that now we will receive funding from Japan. For us to reach these heights, it was the DCP that showed us the way. At our management level, our capacity has increased. We now understand what is project write up, project management, funding procedures etc. All that has allowed us to take the organization to higher levels and to be able to compete for grants internationally.” (NPO17, Appendix I, page 96, No.42)

Roberts, Jones and Frothling (2005) affirmed that effective management of NPOs increased their chances of accessing foreign funding. NPO participants interviewed admitted that their

respective NPOs lacked the necessary organizational structures and processes that mark an effective organization (Suárez and Gugerty, 2016). In fact, the funding fulfilled the requirements of Article 7 of the Cotonou Agreement (2000) in that it assisted in building and strengthening the capacity of NPOs. NPO participants said that they are still using the techniques and skills they acquired through the funding.

➤ **Challenges and constraints of the funding**

Despite all the positive outcomes enumerated by the NPO participants, they also faced challenges and constraints with the funding. They identified complex EU procedures, unhelpful DCP officers and the duration of the projects as major challenges and constraints that they faced.

- **Complex EU procedures**

Key informants and NPO participants alike mentioned that the application procedures were particularly challenging to them:

“The project write-up was very difficult. Even if I attended the trainings they offered, yet, it was difficult.” (NPOR2, Appendix I, page 96, No.43)

“I know that many NPOs cannot fill out the application forms because they are too complicated. It is a seriously strenuous academic exercise. I think the DCP, the EU didn’t realise that many NGOs don’t have the necessary human resources. It is now that NPO services are professionalising. When I went to see the project manager we were assigned, he said: “no, no, I can’t help you out because I’ll be assessing your application so I can’t help!” (NPOR5, Appendix I, page 96, No.44)

“I am very glad that we received a DCP funding, but it was toooo complicated! I have learned a lot from the trainings we got, but regarding the project itself, its write-up and its implementation gave me a lot of trouble! Even if there were people coaching us, it was complicated, it was a nightmare! I’m not say that you should get everything easily but that one was really hard!” (NPOR19, Appendix I, page 97, No.45)

An informant explained that for the first two years, the DCP was running explanatory sessions across the country. To facilitate access to the fund, a capacity building programme was run:

“When we launched the call for proposals, there were no applicants as they found our procedures too complicated. They freaked out just by looking at the guidelines. It’s true that the procedures were cumbersome and lengthy, that was why we came up with the capacity building programme.” (KIC, Appendix I, page 97, No.46)

According to Gavás (2012), the Court of Auditors claimed that the EDF was being implemented in recipient countries where even the decentralised cooperation units that were mandated to manage the funds lacked capacity to do so. The key informants confirmed that at

that time, they were also challenged by the EU system and had to call upon an expert to assist them. Thus, the needs of the NPO stakeholders were not given the same priority as government and other key stakeholders (Negre et al., 2013 and Carbone, 2013). This could have caused delays in the disbursement process which might have affected the effectiveness and the outcomes of the implementation of the 9th EDF with regards to the cooperation aspect (Negre et al., 2013).

Given the complex EU procedures, NPO participants and key informants were concerned about some NPOs who may be disadvantaged in the race for EU funding despite having strong ties with their beneficiary communities. Participants perceive their NPOs differently in relation to several variables:

“Big NGOs are those that have human resources, financial means to recruit staff, have a lot of experience in project write-up. Small NGOs for example are Community-based organisations. Many of them have many years of existence but they are more involved at grassroots level, they are not interested in making themselves known to the authorities, they do not have experience in paperwork.” (KIC, Appendix I, page 97, No.47)

“A big NPO is where you have several departments and a large staff. I consider that my NGO is small in terms of structure, but not in terms of intervention, because we work at national level.” (NPOR10, Appendix I, page 97, No.48)

“A small NGO is one that works in the region where it is based. A big one can run activities nationally, or they are decentralized, or well-known or whose managing board comprises of people who can write projects and reports well. Small NPOs are those NPOs that know what they want to do and can do it, but they cannot formulate it in writing. The project can be a good one but because something is missing and you won't get the chance to fix it, the project will be rejected on the spot.” (NPOR2, Appendix I, page 97, No.49)

“Community based without having a structure, just a group of people coming out some strategy and they want to help in the community providing ad-hoc assistance. Big NGOs are more business-like.” (NPOR12)

“Small NGOs are mostly found in the rural areas, work at grassroots level, have a staff of less than 10 persons, are not well equipped in terms of information technology particularly to work by mail etc...” (KIA, Appendix I, page 97, No.50)

Most responses link ‘big NPOs to their managerial capacity, the size and qualifications of staff and capacity to offer services at local and national levels (Roberts, Jones and Frothling, 2005). Small NPOs are viewed as being more focused on the delivery of services at grassroots (Banks and Hulme, 2012). In the allocation of funding, Suárez and Gugerty (2016) indicate that ‘local embeddedness’ plays a role.

- **Unhelpful DCP officers**

Some NPO participants reported that their major constraint was that officers assigned to them for the follow up of their projects were not helpful:

“Each officer has his/her own ways of working. At some point, officer “X” was out of town and we were assigned officer “Z” to take over. Oh Lord! He made our lives hell! He cannot be considered as a social facilitator, he was more of an inspector! I was expecting more coherence at the level of the EU.” (NPOR1, Appendix I, page 97, No.51)

“I am aware that some NGOs embezzle funds, they do exist. However, I was assigned a project manager who believed that NGOs were stealing all the time! Whenever we had some issues for example, we had some delays for starting the construction because we didn’t have any experience before, he was constantly threatening to cut off the funding. I told him I was having some issues and I’m hesitating to take some actions, he replied “you should have hesitated before!”. He was rude. It is embarrassing and frustrating that people are thinking that you are a thief all the time. Sometimes he would show up without notice...” (NPOR5, Appendix I, page 97-98, No.52))

“We were assigned a facilitator to monitor our project and to assist us in writing reports, but she didn’t explain how the work should be done. When she resigned, we were assigned a different facilitator but it seemed that no handing over was done. After the project was closed and we asked for some clarifications for some of the stuff that we haven’t understood, we were told that we should have asked these questions before the closure and we are at fault for not having done that. But we did, it’s just that it was verbal and there’s nothing to prove that. The facilitator didn’t do a good job. I cannot blame the whole DCP team but the facilitator we were assigned.” (NPOR2, Appendix I, page 98, No. 53)

In some cases, NPO participants have been misled by the unclear disbursement information given by the DCP officers which had financial implications for these NPOs:

“there were some points in the budget that we haven’t fully understood. For example, let’s say that we earmarked MUR40,000 for closets and we bought them for MUR45,000, we haven’t understood that we had to disburse from our pockets. If we earmarked MUR28,000 for tables and that they cost MUR25,000, we thought that we would get back the difference, but it didn’t work like that! We found ourselves with amounts that we owed or which have been deducted, that was a big problem.” (NPOR11, Appendix I, page 98, No.54)

- **Implementation deadlines for projects**

NPO participants claimed that the deadlines for the implementation of the projects was too soon to achieve objectives as they were involved at different levels of their organisations and that some elements of the project took longer than others:

“When you are involved in both the management and the day to day operations and that you have a deadline to close the project, it’s a huge pressure, particularly when you have to buy a vehicle and that you start the procedures, get the go-ahead of the

board, send the paperwork here and there, that takes long.” (NPOR10, Appendix I, page 98, No.55)

For other NPO participants, the timeframe allocated was challenging particularly when it was a new initiative being implemented in a new community:

“Within a year, it is difficult to achieve objectives. One year is too little because we have to build a relationship with these children, particularly with the type of people we want to reach. When you have built a relationship, it is easier to carry out a project.” (NPOR2, Appendix I, page 98, No.56)

“Within a year, there are some objectives that we cannot meet. You know, when you work with communities, it requires certain skills. You cannot also develop people’s skills in 6 months or 3 months, it takes time.” (NPOR17, Appendix I, page 98, No.57)

Stepping into a deprived community to undertake development work can be challenging to NPOs as people may not be convinced about their intentions. However, the scepticism of potential beneficiaries can be understood as people in deprived communities have been disillusioned so often with the promises and hidden agendas of development facilitators (Hopper, 2012). From a people-centred development perspective people and communities in need should be the drivers of development (Davids et al., 2009) and top-down actions and attitudes of development facilitators can in fact undermine the objectives of sustainable development (Hopper, 2012).

4.4.3. Empowerment of women and children

The way in which NPOs define women empowerment and child development underpins their interventions towards their target groups.

➤ NPO’s perception of women empowerment

This section presents NPOs’ perception of women empowerment which includes increasing the agency of women, creating enabling conditions and the furtherance of economic independence.

• Gaining control of one’s life

Participants have observed that women are victimised, marginalised and disempowered at personal, family and community levels in various ways. At the personal level some exclude themselves by having low self-esteem and self-confidence:

“The women when they arrive here, they don’t believe in themselves and here they discover themselves, their hidden talents, that they are capable beings, their worth, their qualities and their little achievements. All these boost their self-esteem. Being able to sort themselves out and make efforts to achieve their aims because nothing comes on a plate” (NPOR10, Appendix I, page 98, No.58)

“I won’t even say empower, because to empower implies that there is a potential that is going to be highlighted, but in our case, we have to dig into all the violence, anxiety and fear to bring somebody in the foreground. It is raising awareness and valuing of the human being because we can never eradicate that feeling of abandonment in the human being.” (NPOR11, Appendix I, page 98, No.59)

“A woman should know what’s her worth, that she is aware of her strengths and her weaknesses, because many don’t know about themselves, they don’t know what they are capable of. Acknowledge their weaknesses so that they can improve. They need knowledge that can be useful to them.” (NPOR13, Appendix I, page 99, No.60)

The NPO participants put emphasis that empowerment of women is first and foremost at the personal level where they develop self-esteem, self-confidence and even self-respect so that they become aware of their abilities, skills and be able to define a life they would like to live and goals they want to achieve (Ife, 2002; Kabeer, 1999). It is a transformative process (Sen, 1997) that allows women to consciously and actively engage with decisions and actions that affect their lives.

Empowerment is a process:

“An awareness, becoming more responsible towards themselves and their children. A change in their attitude, a change in the way they dress when they come to meet up with you, the way they talk, they no longer say, “we are not able because we never it that before!”, “you know my child has passed his/her CPE, you know my child is going to secondary school or I am working”, you can see that empowerment has taken place. Empowerment is about succeeding in making people stand on their own feet, being aware, so that they can become autonomous.” (NPOR2, Appendix I, page 99, No.61)

“A woman who is self-assertive and not envious of others. She is happy with who she is, what she has and she will try to accept the child she gave birth to and bring him/her up with the best of her abilities. It is also about being able to keep her man, that is she is joyous, she takes care of herself, she knows her worth and who doesn’t spend her time nagging.” (NPOR4, Appendix I, page 99, No.62)

The above responses concur with Kishor and Gupta’s (2004) claim that women’s empowerment is important for their own development and the welfare and development of their families.

- **Creating enabling conditions**

Given the multiple roles played by women within the family and in the community, NPO participants believe that capacity building as well as the equal sharing of domestic roles are important.

“There must be conditions that enable her to do so and supporting structures that have been put in place, we never heard of them. Because as a woman she has to multi-task. Empowerment to take charge at home not only at workplace. They are empowered at

workplace, but what about at home? Domestic chores are mainly women's business, but we should empower man to take part in responsibilities as well.” (NPOR5, Appendix I, page 99, No.63)

“It is capacity building but more on livelihood than economic development. Livelihood is inclusive and it entails that women have a social life. Sustainable livelihood where we support women by creating enabling conditions instead of forcing them into production.” (NPOR17, Appendix I, page 99, No.64)

NPO participants reiterated Sen (1997) and Luttrell et al.'s (2009) views that all the efforts to bring about empowerment at individual level should be complemented by enabling conditions in the environment.

- **Economic independence**

Being economically active and earning an income is another aspect of the empowerment of women:

“An independent woman who can earn an income.” (KIA, Appendix I, page 99, No.65)

“Women empowerment for us means lifting women from poverty and making them become economically independent and that they can stand on their own feet and can sustain themselves economically.” (KIC, Appendix I, page 99, No.66)

“Provide training to women so that they can make products and eventually create their own businesses. Being able to use their IT skills to manage the financial aspects of their businesses.” (NPOR19, Appendix I, page 66, No.67)

Accessing an income increases the bargaining power of women (Goldman and Little, 2015).

Women empowerment thus encompasses every facet of life as is described as follows:

“...the person can decide by herself. She is able to voice out her opinion. She is able to be economically active. She is able to participate in community activities. She is being respected and she is seen. If she is educated...If she can have control of her sexual and reproductive health...If she can have a job...If she can decide the number of children, the spacing of children...If she can negotiate safe sex practices, her partner...If she is taken onboard in decision making whether it is at local government or central government or whichever...If she has a say in decision making, she can influence decision making then she is empowered.” (NPOR18)

Thus, empowerment is multi-dimensional (Luttrell et al., 2009) and enhances capabilities (Sen, 1999).

- **Activities run by NPOs to empower women**

NPOs in Mauritius offer a wide range of services that are meant to empower women. Among the NPOs that were interviewed, some focused on rehabilitation and social reintegration of women hit by social ills, while others were focused on economic development.

- **Various services and therapeutic interventions**

According to Bisson and Andrews (2007) cited by East and Roll (2015), NPOs carry out clinical or treatment interventions that focus on trauma and therapies:

“Very often the woman seek shelter from their families...[W]e are the last resort...Our role is not to disempower them but to make sure that when they are leaving the shelter, they are stronger. We do not allow the women in the residential service to stay more than 4 months. We have a psychologist, lawyers and trained social workers. When a woman comes here, we give her a space where she can talk and for many it is the first time that they are given a space to talk without being judged. The social workers listen and note down the different aspects of their problems and then we explain to them the methodology we will use and the parameters within which we work. We get them to take a shower, give them something to eat and drink and in the meantime, the social workers work on their case. To make them at home, after all administrative work, we give them 1 or 2 weeks to settle down. If they have any health issues we will take care of them. The social workers will work with them towards making their own decisions if she wants to go back to the home or not. If she decides to return to her partner, we advise her on what she can do, the legislation and how she can use them. If she decides to start afresh and she doesn’t work, I look for a job for her. Then give her time to make savings so that she has enough to rent a house in case she doesn’t have anywhere to go. We also collect furniture for her so that she can move on with the life with her kid.” (NPOR5, Appendix I, page 100, No.68)

“[women] having a problem with a particular substance...all substances included...Some have even contracted HIV and have let their health deteriorate. The moment they arrive, the first step is to give them physical strength, take care of their health. There is medical detoxification, screening to detect HIV and Hepatitis, start a treatment for those diagnosed HIV-positive. After that we start to identify the root cause of the problem. There is psychological and psycho-social support. Our role...to identify the main problem which pushed them towards a substance and at the same time during their psycho-social support ...prepare their exit...Their treatment consists of a psychological support, training, seminars to deepen their knowledge, general knowledge, painting, massage, aerobic, pedicure, manicure, these activities contribute to their well-being and at the same time some are learning how to do them and gardening. Some have learnt the IT, Word, Excel here.” (NPOR10, Appendix I, page 100, No.69)

“We give the single mother-to-be a warm welcome and we don’t judge her. We accept you and the baby that you are carrying and we are ready to help you to take through that pregnancy in the best conditions. We remove all the drama around their conditions. They are taken in charge by the nurse who is going to give them a positive outlook on their nausea, we discuss about the contact that should be established and the arrival of the baby that is going to change their life completely. We teach them the importance of breastfeeding and we visit them at home. In cases of extreme poverty, we buy the wash basin for the children, towels, nappies, nightdresses. We also inform them of the babyblues phase.” (NPOR4, Appendix I, page 100, No.70)

The interventions adopt multi-dimensional strategies and are women-centred in nature (Kabeer, 2012). They receive psychological support, they learn about the different dynamics

that interact and affect their lives and how to deal with oppressive situations once they get back to society (Kabeer, 2012).

When girls are removed from a hostile environment, they are placed in a children's place of safety. Once they enter adulthood, these young women are compelled to exit these structures and some have nowhere to go. Some NPOs offer them temporary shelter and psycho-social support:

"We work on valorising them, building their self-esteem, on their fears, their anxiety, prevent relapse, prevent them from going towards what is easy and make sure that they adopt self-discipline. Then, regarding the administrative aspect, we accompany them to Courts, sometimes there are weddings, sometimes divorces, children who have not been declared, getting their identity cards and accompany them to their appointments at the Brown Sequard Mental Hospital." (NPOR11, Appendix I, page 101, No.71)

- **Skills development and economic independence**

According to East and Roll (2015), skills development is a strategy for making women economically viable. They also learn entrepreneurial skills and how to form cooperatives.

"We train them in food production or agri-business, how to make "achar" and jam that they can sell. Train them to become self-employed or entrepreneur through eggs production." (NPOR2, Appendix I, page 101, No.72)

"We support start-ups and micro-enterprises of women. We facilitated their process and we helped them to promote their enterprises. We provide them with training to enhance their knowledge. Currently we are running English Literacy through IT (ELIT) course. For women who have an activity at home and they want to create their own business, we show them the way. Those who for some reasons cannot become entrepreneurs but are already doing something and want to earn some revenue from it, we make them join our cooperative and work under the aegis of the cooperative." (NPOR13, Appendix I, page 101, No.73)

Some NPOs facilitate the marketing and sale of these products (Golden and Little, 2015) taking into account their specific needs:

"We set up home clusters as, many women have young children or elderly persons or a disabled family member that they have to look after, so they can work at their own pace on items that we order. We also provide them with training either at their place or at the workshop here." (NPOR17, Appendix I, page 101, No.74)

- **Ways in which the EU funding has empowered women**

NPO participants were asked about the ways in which the EU funded women empowerment projects have empowered women:

"They have more self-confidence. Before, I noticed that they would agree with everything, but now, no. They have more critical thinking and can be critical towards

themselves, so that helps them to move forward. Even in their family life. They have got something and it is reflected on all the aspects of their lives.” (NPOR13, Appendix I, page 101, No.75)

“They followed some courses prior to joining us for no purpose. When they joined us, they said “hey, I know how to make baskets and other stuffs”, but when I asked them to make some specific ones, we discovered that they knew only one pattern. Now, they have developed their skills, they have understood how the market works and they participate in our management committee, they voice out their opinions.” (NPOR17, Appendix I, page 102, No.76)

“Women are able to say “no” to violence. They are aware that they are not guilty but a victim. They increasingly reach out for help. They are aware that violence should not be tolerated in silence. They break the silence.” (NPOR5, Appendix I, page 102, No.77)

The present study shows that the empowerment of women has been achieved principally at the personal and skills level developing self-esteem and the opportunity to make an income.

➤ **Barriers to women empowerment in Mauritius**

According to Adjei (2015), people are disempowered when people are unable to make decisions largely due to structural barriers. NPO participants denounced the gender-blind housing policies that hinder the empowerment of women:

“There is no specific housing support for women. The actual housing policy is very general. For example, a woman who has left everything behind, even though she works, she doesn’t have savings to pay for her deposit and therefore is not eligible for the housing support. There is no fast track as well. We need a fast track because women who come here cannot stay permanently, so that they do not become assisted and at some point, they have to go back to society, live their lives the way they wish. The policy is not gender sensitive at all.” (NPOR5, Appendix I, page 102, No.78)

“I sent a project to Minister Soodhun to ask him to put aside 2 or 3 houses for women who are starting afresh, nothing! The project is sleeping in the drawer there. The government is not interested to go ahead with that.” (NPOR11, Appendix I, page 102, No.79)

“When you are providing services to teenage mothers, it’s true that we are running projects for their empowerment, but besides, other things should be done to help them. What is the use of teaching her how to bake so that she can earn a living, but her child is sick, there are other things that she cannot sort out or she doesn’t have a house?” (NPOR2, Appendix I, page 102, No.80)

Thus there is a clear disconnect between the micro, meso and macro dimensions of women empowerment.

➤ **NPOs' perception of children's development**

NPOs define children's development using rights-based and human needs approaches which includes achieving autonomy in their daily lives and social integration.

- **Rights-based approach and satisfaction of children's needs**

The United Nations Convention on the Rights of the Child 1989 (UNCRC) is the departing point for some NPOs:

"For us, it is the holistic development of the child. Some people would say that it is academic success, it is a component but there are so many factors that can determine if a child is going to do well or not in their studies. So child development for us is development in the broad sense and that the 4 pillars of the Convention are respected: survival, protection, participation...that their needs are met." (NPOR1, Appendix I, page 102, No.81)

"From a rights-based approach and developmental based approach, children are empowered when their rights are respected, their needs are met, that they can experience childhood, they have the right to education, the right to satisfy their basic needs, the right to have a home, food, that they are listened to and to participate, it's a lot of thing and this is not done alone. It involves us, the school, the institutions, society, it's everyone. Empowerment also means that children have acquire the ability to think and take their responsibilities. Empowering is also in terms of teaching responsibilities and not rights only. Becoming accountable. Accountability is done through education, through relationship, listening to them. Children and adults become accountable for their deeds." (NPOR9, Appendix I, page 102, No.82)

NPO participants explained that they adopted the UNCRC (1989) as their overarching framework in the development of their strategies. Their definitions also draw on the human needs perspective developed by Max-Neef (1991) which list a set of fundamental human needs that should be satisfied.

- **Achieving autonomy and social integration**

For NPOs serving children with disabilities, autonomy and the social integration of children are crucial:

"Child development is a huge concept! When we refer to child development regarding the child with epilepsy, we are talking about the promotion of better quality of life! Because we cannot talk about development if there is no health improvement! We cannot talk about getting a child into the mainstream if the child doesn't have a proper education! We cannot talk about euh..real social development, social networking, helping the child to get along with other kids in the mainstream if we don't help and facilitate this child to go into that stream, because it is very...difficult for the child...It's a brand, you know, different spheres that include health, quality of life, communication, and self-esteem and all these are branded...We cannot isolate and say ok, child

development is purely something that helps to bring the child into the community and make him a good adult! No! But how do we go about it!” (NPOR12)

“The child becomes autonomous in his/her daily life. They can brush their teeth, go to the bathroom, dress up, eat by themselves and write their names and their address is already a big step in their development. Their needs are same as abled children by they have some delays in their development and when they come here we try to help them catch up with it.” (NPOR15, Appendix I, page 103, No.83)

“The development of the child for us is holistic. It is not only mental or pedagogical development like we usually think, but you also have the cognitive aspect, how they interact with their peers, their parents and other adults as well and their autonomy in everyday life. So the child has to develop in all these areas.” (NPOR16, Appendix I, page 103, No.84)

Raghavan and Alexandrova (2015) view child development as ensuring their protection against harm, their interpersonal, intrapersonal and social development. Overall, the findings show that all NPOs serving children in distress in Mauritius draw on Sen’s (1999) capability approach which advocates for the development of one’s ability to participate in one’s own development.

➤ **Activities run by NPOs to enhance child development**

Some of the activities to further child development include taking care of neglected and abused and deprived children, providing educational, medical, recreational and therapeutic services to children with disabilities and non-formal educational opportunities for school drop-outs.

• **Combination of residential and non-residential services**

Some NPOs provide a combination of services and interventions in addressing the development of children. These include residential services where children removed from their hostile family environment are placed and taken care of by the NPO as well as other non-residential services such as early childhood development programmes, running of a non-formal educational facility and providing parental support:

“For the residential service, the government removes children from hostile environment and the Child Development Unit consults us to see if we are keen to take the child. If we agree, CDU will tell the Court “we ask that the child be placed at our NGO”. It’s the last chance for children before they are sent to the RYC. Our residents are mostly boys as they are more difficult to handle. We have 8 residential structures that we call Foster and Youth Home and generally we have a turnover of 50 children with the ins and outs. Non-residential services, you have the Atelier du Savoir (Knowledge Workshop) attended by some 60 mainstream school drop-outs aged 8 to 16 years old, who also have behavioural problems. We have another programme that is called 16+, where we secure on the job placement for children over 16 years. Children are placed in various sectors, some are currently in kitchen and pastry departments of hotels, some in towing and others in aluminium work. We have an Early

Childhood centre that comprises of a crèche, pre-primary school and follow-up at primary school level, for children aged 0 to 8 years. Then we also have self-help programmes such as artisanal, egg-layers and adult literacy for parents whose children enrolled in our services.” (NPOR1, Appendix I, page 103, No.85)

“Children are assigned to our place of safety until their 18 years. We take charge of their education, provide them private tuitions and remedial classes. We also provide a lot of curricular activities to develop their creativity and enhance their blooming. They practise drama, poetry, singing and painting. We organise educational outings, we celebrate their birthdays, teach them lifeskills, inculcate moral and spiritual values. We also teach them like in a normal house that when they get up, they have to make their beds, take care of themselves and personal hygiene. We know that the children know their rights but we also teach responsibilities. Our goal is to make sure that when these children are leaving us, they are strong, able to stand on their own feet and that they have self-confidence. During the day, we have about 10 children attending our Special Needs unit that we run here.” (NPOR6, Appendix I, page 103, No.86)

“We have some 100 abandoned and neglected children that we take full charge on medium or long term. There are some 700 children participating the Family Strengthening programme in which parents are empowered to take care of their children. Many parents are exiting the programme because they feel that they have reached that level of responsibility.” (NPOR9, Appendix I, page 103, No.87)

In addition to providing shelter and a family setting for orphans to grow up (Ferguson and Hiedermann, 2009), NPOs in Mauritius extend these services to children whose biological family settings are dysfunctional.

- **Therapeutic, medical and educational services to children with disabilities**

NPOs offer a combination of services to physically and mentally challenged children so that they can develop their abilities and to facilitate their social integration:

“Our Inclusive Education consists of the “Individual Education Plan”, so every child, they have an individual education plan and that is being monitored and followed by our multi-disciplinary team like the occupational therapist, you need a clinical psychologist, you need an educational psychologist, you need a speech therapist, so because, every child, they have a different types of problems and when we talk about epilepsy in kids, we are talking about 49 types of epilepsy which is quite different, so every child has a different type of epilepsy, it’s not the same of epilepsy. If one child has got let’s say, a chronic epilepsy associated with let’s say severe learning disorder accompanied with headache disorder or migraine or even psychiatric, anxiety disorder or mood disorder, so we need to have a specific individual plan on how to work with that kid!” (NPOR12)

“When we do basic academic exercises with them, we notice that they don’t lack abilities. Let’s say if a child is too weak to pursue academic classes, we don’t pressurise him/her. When he/she turns 15 years old, we put them on vocational training. When a child is sent to the Mauritius Institute of Training and Development (MITD), there is a team of that the psychologist and therapists to support him and assure the parents that their child will be able to cope. We follow him up and we continue having moral values classes. We prepare him that when he reaches 25 years, he will no longer go to school

but either he will work or he will be working from his home.” (NPOR15, Appendix I, page 104, No.88)

NPOs hold workshops for parents and other stakeholders in the development of children with disabilities:

“We offer education and therapy to children but there’s a lot of work to do with parents. Occasionally we convene professionals from overseas. We run workshops for parents on psychology or on how to look after the child at home for a follow-up of what we do. The foreign professionals run training for our educators and therapists. We invite all NGOs in Mauritius and their staff, civil servants and 3rd and 4th year Occupational Therapy and physio students of the University of Mauritius to these workshops. We did work with clay and innovative techniques used overseas. Third aspect, is awareness. We regularly hold awareness workshops in school to raise awareness on disability and to change the way people with disabilities are looked at.” (NPOR16, Appendix I, page 104, No.89)

- **Non-formal educational and training programmes**

Children dropping out of the mainstream education system very often have nowhere to go to pursue their education or training, hence NPOs offer them a second chance:

“At the beginning, there was no pre-vocational classes, so CPE drop-outs had nowhere to go. Also, in 2010, there were children who have never been to school, so the children were sent to us as parents didn’t know where to send them...It is not just about teaching them to read and write, first they need to reconstruct themselves as if the child has low self-esteem when he comes to us, whatever he is asked to do, he won’t be able to or would not be motivated as he has been told that he is stupid. Before I teach him what a mop is, I have to make him realise that he is someone, that he is a human being and that he is capable because there is more to life than education. Even if he cannot read, he is able to achieve many things with his hands, that he is able to draw, to sing, to dance. We make him discover that he has talents and skills.” (NPOR7, Appendix I, page 104, No.90)

“...non-formal education for children who have left the mainstream at a point in time (...) Arts and craft, sports in general, team sports like football, or individuals like athletics or judo, music and singing, pastry and cooking, lifeskills, woodworks, gardening, painting...” (NPOR14, Appendix I, page 104, No.91)

“The children who are trained here are school dropouts who don’t have any educational or social activities. So our intervention is to promote their professional and social integration. So the approach that we use is placement training and school, pedagogy by alternation. We don’t train them only in classrooms but we send them for industrial placement. For those children to blossom and grow, they need to use their 5 senses. For them to learn and develop, they need to be exposed to real work situations.” (NPOR8, Appendix I, page 104, No.92)

NPOs put a lot of emphasis on education of children which is seen as a key to a better future (Ferguson and Hiedemann, 2009). NPOs in Mauritius offer educational services adapted to the needs and abilities of children outside the mainstream education system. There is an attempt at promoting the development of children in different areas, but particularly to give

them an opportunity for a better future. As such, they are preventing children and adolescents from exclusion of the social, economic and political systems of the country.

➤ **Ways in which the EU funding has empowered children**

The different EU funded programmes furthering the development of children have impacted on the life of children going through a form of distress in their lives. Children with disabilities have achieved a degree of autonomy:

“When our school was not set up, children with disabilities were not developed. Today, our children are travelling by bus on their own. With the programmes that we run, today about 17 children travel alone by bus.” (NPOR15, Appendix I, page 105, No.93)

The development of children from disadvantaged backgrounds has been enhanced:

“Children exiting our crèche are more alert, more developed and autonomous. For example, at the level of personal hygiene, we learn what it means to be clean, so that stays with them and they influence others in their households. They acquire good habits, lifestyle and nutrition.” (NPOR1, Appendix I, page 105, No.94)

“They received all they needed; school materials and daily lunch at school and these helped them to blossom and stay in good health. Some have passed their CPE with flying colours. So, these children were equipped to thrive at primary school.” (NPOR3, Appendix I, page 103, No.95)

“Through the remedial classes, they didn’t only focus on their studies, but they also started to participate more in activities, in plays and also having their drawings exposed during events that we hold here. We noticed that these activities and the psychological support that was provided helped them to cope with their personal problems.” (NPOR6, Appendix I, page 103, No.96)

According to the University of Michigan (2016) physical growth and the ability to perform difficult tasks as they grow up are part of the development continuum of children. Raghavan and Alexandrova (2015) highlighted the interpersonal, intrapersonal and social development features of child development which these NPOs are also focusing on.

➤ **Existing barriers to child development**

Most NPO participants working with children considered that the major barrier to child development is the parent’s lack of cooperation.

- **Lack of parents’ support**

Parents are reluctant to cooperate with NPOs:

“For example, we detect a speech problem in a child. I talk to the parents “you know it’s not a huge problem and your child is not mentally retarded, but he/she goes for speech therapy, that will help and it’s better when they are still young”... No show on the first appointment, same for the second one. When asked why, parents say “we don’t have money

to pay for transport.” That is to tell you that we notice a problem and that something must be done, but I cannot impose on the parents”. (NPOR1, Appendix I, page 105, No.97)

NPO participants are well aware that the sooner a disability is addressed, the better the chances of a positive outcome (Shrivastava, Shrivastava and Ramasamy, 2016).

4.4.4. Ways in which the service delivery has improved the lives of beneficiaries

NPO respondents have observed that the EU-funded services and programmes have improved the lives of beneficiaries in a number of ways.

- **More agency and more income**

NPOs have noticed that their interventions have improved the lives of women and changes that occurred at the level of their communities:

“At the beginning, the women were doing these artisanal products at random, but now they have developed their abilities, they are running these activities as a business and they are looking for markets by themselves, because they realised that there’s money in there. Their lives have changed for the better in the sense that the family income has increased. Long ago, they were highly dependent on their husband’s catch as fishermen, but now they are earning an income through their own artisanal activities. When the husbands are not out at sea, they are helping their wives, either by cutting or drying the vacoas leaves or doing anything that might be useful. The work is not only at the family level, but is extended to the village. It is the whole community that is involved, because if you order 300 bags in a week from a woman, she won’t be able to make all of them by herself, she will need to hire other people.” (NPOR17, Appendix I, page 105, No.98)

“They have become responsible and autonomous adults. Most of the beneficiaries are working and are able to keep their jobs. Some have built their own families, some have children and others are planning to get married soon. It wasn’t like that before. It was today with someone, then with another one tomorrow. But we have noticed that they have become more mature, more stable, autonomous and they can stand on their own feet. The fact that they are working, it gives a status and that they are earning an income, it inspires them advance in life and do greater things.” (NPOR2, Appendix I, page 105, No.99)

Empowerment has allowed women to be lifted out of poverty and make their lives meaningful. Kabeer (2012) argued that interventions that are women-centred and that allow women to understand the dynamics of oppression are more likely to result in the empowerment of women.

- **Breaking the poverty cycle**

NPO participants affirmed that the children who were beneficiaries of their interventions today have grown into young adults and have turned their lives around:

“There was a boy who was a beneficiary of the project in 2009, today, he coordinates the internship programme for MITD students in Organic Agriculture in one of our branches.” (NPOR8, Appendix I, page 106, No.100)

“Their parents were illiterate. Sometimes when they had homework to do and they were stuck, they didn’t have anybody to help them. They didn’t have any developmental

delays, but their school teachers told them: “your mum is illiterate, so you’ll be”, while they were intelligent children. When they came for the remedial classes, it was a plus for them. There were people to help them when they were stuck. Today, some are studying for a university degree, some in Australia and others are working.” (NPOR7, Appendix I, page 106, No.101)

Ferguson and Heidemann (2009), alluded to education as key in breaking the cycle of poverty. By giving a second chance to school drop-outs and encouraging stigmatised children, NPO interventions offered these children a way out of poverty.

Other children have been able to develop coping mechanisms and have developed their skills and talents:

“They are working. Some in restaurants, others in shops, because this communication has helped them to discover that they have skills. They have been freed, they can speak publicly about their epilepsy. I am very pleased!” (NPOR12)

Giving children coaching and guidance, a space where they can express themselves freely and other psychological support (Ferguson and Heidemann, 2009), increase their chances of social integration and becoming adults that can take charge of themselves.

4.4.5. Post EU-funding challenges

In the post EU-funding period, NPOs have devised strategies to continue with their services but are nevertheless still facing crucial challenges.

➤ NPO strategies to sustain the EU-funded services

NPO participants divided the post-EU funding period into immediate, which can be considered as a maximum of three years after closure of the project and longer term, to define the period after these three years. In the immediate period, NPOs could count on the newly introduced CSR initiative mainly and volunteers while a few of them were accessing the income generated from the EU-funded services:

- **CSR funding and donations and volunteerism**

Some corporate firms supported NPOs by providing them with products that these NPOs needed instead of cash:

“We approached companies and Meaders’ Feed, for example used to give us livestock feed.” (NPOR8, Appendix I, page 106, No.102)

“We raised the awareness of other stakeholders in the neighbourhood if they could support us. Companies donated nappies, biscuits, snacks, exercise books and other baby products for the children.” (NPOR18, Appendix I, page 106, No.103)

As children and women in distress are listed among the NPO fields of intervention that are eligible for CSR funding, these NPOs benefitted from it in terms of products rather than money.

Some NPOs could count on volunteerism to sustain the activities:

“We had the equipments and we talked to the trainers. They kept on providing their services but not at the same pace. They did it on a voluntary basis.” (NPOR2, Appendix I, page 106, No.104)

“We have special needs educators, wardens and volunteers who were running the remedial classes.” (NPOR6, Appendix I, page 106, No.105)

- **Revenue generated by the EU-funded activities**

Other NPOs managed to sustain the EU-funded activities solely by the income that they were generating:

“We made them create a cooperative that they would manage themselves so that they can stand on their own feet. They doubled the number of ducks they had by investing the proceeds they obtained from the sale of the first 200 ducks. It was the money they earned through these sales, which they managed themselves.” (NPOR13, Appendix I, page 106, No.106)

“We increased our sales and invested the profits in the project.” (NPOR17, Appendix I, page 106, No.107)

- **Diversified sources of funding**

NPO participants explained that they had to diversify their sources of funding to carry on with the services. They tapped into the existing sources of funding that mainly consists of CSR funding and government grants. For most NPOs, these two sources of funding constituted a large proportion of their yearly income:

“About 40% of our budget of MUR22 million, is funded by the state through the different ministries. You have the ministry of Gender, a yearly grant from the NGO Trust Fund, the ministry of Education because our school is registered as a Special Needs school and then from the Early Childhood Authority. We raise the remaining 65% from CSR. We participate in call for proposals that are relevant to us.” (NPOR1, Appendix I, page 106, No.108)

“We applied for CSR funding and we got a lot of private firms supporting us till now. Then we got a lot of assistance from embassies so that the centre doesn’t close down. Since 2013, we also get funding from the national budget. We also send funding proposals and we get support.” (NPOR5, Appendix I, page 106, No.109)

“CSR. Regular individual donation. We also receive a lot of in-kind donations from CSR like butter, tea and other foodstuff. We receive a yearly grant of about MUR2.2 million from the Ministry of Gender because they channel the children CDU removes to us.” (NPOR6, Appendix I, page 106-107, No.110)

“CSR. We can also say that we are subsidised up to 55% in terms of government grants. We used to receive per capita grants, but now they contribute towards the

salaries of educators, carers, handy workers and even administration and for utility bills.” (NPOR15, Appendix I, page 107, No.111)

“Thanks to the visibility we derived from the DCP funded project, we have been able to raise some MUR100,000/MUR200,000 from private firms and we also had flag days.” (NPOR3, Appendix I, page 107, No.112)

“Annual Flag Days, charity lunch, mass mailing that is calling for funds from new funders and we also have a component that is called the religious contribution in the Muslim community, “Zakaah”, grant of MUR125,000 from the NGO Trust Fund. Let’s say 40% of our income comes from our own fundraising and 50% comes from CSR projects.” (NPOR12)

Thus Mauritian NPOs are largely dependent on external sources of income and secondly they seem to be unable to generate their own income sufficiently to sustain their activities. In this regard the NGO Policy Paper 2012 – 2015 has strongly put forward the case for social entrepreneurship.

➤ **Funding challenges encountered by NPOs**

The major funding challenges that NPOs experienced in the longer term post-EU funding period are related to the CSR funding. At the time when this study was being carried out, all the guidelines were removed as the system was under review. Some challenges are linked to them while others were related to the CSR concept.

- **Uncertainty of the CSR funding**

NPO participants reported some of the issues related to CSR funding:

“There is a lot of companies out there and each has its own philosophy and criteria. Companies donate to whoever they want, not only for specific themes, but also with regards to the NGO, its capacity to implement the project and to take up the challenge. It is not easy, you see.” (NPOR9, Appendix I, page 107, No.113)

“You cannot rely 100% on a CSR because tomorrow it can decrease and you will run short of funds.” (NPOR16, Appendix I, page 107, No.114)

“You have employees that you have to pay every month. You cannot run short of funds. CSR doesn’t fund salaries and at the same time, you need staff to work with your beneficiaries. If at the beginning, a CSR agrees to fund the salary of a psychologist which your organisation can’t afford, later on, that will stop. The CSR will tell you that the funds are more for poverty alleviation projects and to help you in other ways. If they have funded your NPO this year, the next year they might want to please other NGOs by funding them, it is reliable. For me, the CSR is not reliable.” (NPOR10, Appendix I, page 107, No.115)

“We are raising our voice everytime to say that the criteria in place are not clear enough. It is causing a lot of frustration among NGOs. They can promise to grant you the funds, you start the project and commit to it. Halfway through, they tell you that they are not going ahead with it. There are big corporates that still owe us money and still haven’t paid us back.” (NPOR18, Appendix I, page 107, No.116)

The uncertainty surrounding the CSR funding reflects Bhukuth and Ballet's (2013) findings about the lack of transparency regarding the intentions and agendas of the corporate donors. The risk of NPOs deviating from their initial goals and tailor their funding proposals to fit the demands of CSR donors is very much present (Bhukuth and Ballet, 2013) particularly if NPOs are desperate for funding.

NPOs have also questioned the impartiality and transparency of funding:

"Sometimes you send a proposal and the funding is approved, but sometimes not and when that happens they don't give you the reason why it was rejected. I think maybe the proposal was not well-written. At the level of CSR, you can see little circles of friends again. If they want to fund your organisation, they'll do it. If they don't want to fund you, they will do the actions themselves. You don't really know how the CSR is functioning now. I think ethnicity and political affiliation, also play a role in there." (NGOR2, Appendix I, page 107, No.117)

"Companies already know who to fund even if they call for proposals. Every year they give to the same NGOs." (NPOR3, Appendix I, page 107, No.118)

- **Mushrooming of NPOs and corporates doing social development**

The present study uncovered two unexpected outcomes of the introduction of the CSR funding in Mauritius that are undermining the work and access to funding of NPOs. NPO participants have noted a sudden mushrooming of 'suspect' NPOs since it is a means of accessing monies:

"We need to check if the NGOs are really working for the disadvantaged communities or they are enriching themselves. This is serious! NGOs have grown since the opening up of funding opportunities. Many NGOs according to me are bogus and that irritates me! We put all NPOs in the same basket but behind some are enriching themselves, maybe it's the CSR money of their relative's business." (NPOR14, Appendix I, page 108, No.119)

"In Mauritius, NGOs have mushroomed everywhere. We faced a situation once where the company came to see us and funded us a year. The second year, their friend behind their back contacted us and said that we would be funded but that we have to give half of the funding to another friend who is launching a new NPO for elderly people. This is not legal and I told him that once the money enters our bank account, we are accountable to that. When I show my books to the accountant, he will ask me why out of the MUR100,000 we received, I offered MUR50,000 to the elderly people. I will have to answer to that, so we refused the funds." (NPOR7, Appendix I, page 108, No.120)

The National NGO Policy Paper 2012 – 2015 acknowledged the significant contribution of NPOs in the country's development agenda but 'suspect' NPOs have also since arisen.

The second outcome is the establishment of companies' own foundations to undertake social development work:

"There are companies that are establishing their own foundations. They are using their own staff to do what NPOs are already doing. We operate at grassroots level, we already have beneficiaries but we will not get the funding." (NPOR3, Appendix I, page 108, No.121)

"There was a company who gave me funds to implement their project because they were unable to do so for they don't have experience working at grassroots level and they were encountering problems. They wrote the project themselves and planned to implement it by themselves, but when they reach the community, they couldn't implement so they called me and handed it over to me. CSR is a joke and it's becoming more and more restrained." (NPOR17, Appendix I, page 108, No.122)

With reduced access to funding, NPOs expressed their fears and doubts about their future as they might be compelled to drastically reduce their interventions or ultimately close down. Hence, the existence of NPOs in Mauritius and the work are not only threatened by the unstable global economic conditions, but more so by the local funding environment.

- **Increased difficulty in funding women empowerment projects**

NPOs running services for women in need are eligible for CSR funding (MOFED, 2009). The Special collaborative programme for support to women and children in distress is meant to fund NPOs that provide services to women and children.

"We submitted funding proposals for women to CSR but they were not interested to provide funding. But for children is easier. All the funding proposals regarding have been approved. We sent a women empowerment project to the Ministry of Gender and it was rejected." (NPOR19, Appendix I, page 108, No.123)

"The CSR fund goes more easily children than to adults. Be it the CSR or the government, they are unaware that re-integration of a young adult into society is a lot of work actually. The problem is that when there is no income, the young woman is compelled to contribute to the expenses of the halfway home." (NPOR11, Appendix I, page 108, No.124)

- **Impact of lack of funding on sustainability of the EU-funded services**

The lack of funding discussed earlier has affected the sustainability of the initially EU-funded programmes. NPOs have had to adjust to the prevailing financial situation by reducing the number of beneficiaries and curtailing their services.

"Presently, I can't take on board 55 children as I did with the DCP funding. I am currently working with only 30 children. I am sad that I cannot make it, but I have no choice as I don't have the money." (NPOR3, Appendix I, page 108, No.125)

“The services have not been discontinued, but reduced in terms of quantity. Cut cost and expenses so that we can keep on with the service because we were no longer guaranteed funding as it used to be.” (NPOR5, Appendix I, page 108, No.126)

For others, it was wiser to diversify their activities:

“For the pedagogical farm, we introduced apiculture, we diversified our activities and we added fruit trees.” (NPOR10, Appendix I, page 108, No.127)

“The EU funding helped us to get funding for other projects and for the functioning of the organisation but not for the sustainability of the pedagogical firm. For 4 or 5 years, the farm was doing well. Afterwards, the price of fodder increased drastically and another problem was that an NPO cannot afford to pay water bills for MUR4,000 or MUR5,000. We had to invest. There were too much implications. We lost a lot of animals to diseases and that was costly for us. We continued with eggs-laying hens, broilers and ducks, but now we have only ducks and pigs. We turned that challenge into an opportunity. We started growing organic vegetables. We diversified” (NPOR8, Appendix I, page 109, No.128)

Landig (2011) highlighted the pitfalls of programmes funded by foreign aid. The different initiatives adopted by NPOs to keep on providing these much needed services is commendable but the question is for how long will they be able to do it?

➤ **Role of government in providing funding to NPO services**

NPO participants were asked if they think that the government should play a role in providing funding for NPO services

• **The government should be a bigger funder**

The majority agreed that the government should play a greater role:

“Definitely. Because the government cannot work without the support of NGOs. We are giving a helping hand to make a better society, but the government is not acknowledging that.” (NPOR3, Appendix I, page 109, No.129)

“When NGOs are intervening, we are contributing to development and the government must support these children. For example, we have to buy adapted desks and chairs and stationery, governmental schools are receiving these for free. I think the government should support children in special needs facilities. At the level of service delivery, abled children only need the pedagogical system, that is one teacher teaching his/her 4 subjects. But in our case, we have to add therapies, psychological and medical support to be able to work with the child. So, special needs children receive less than abled children in Mauritius.” (NPOR15, Appendix I, page 109, No.130)

NPO participants feel that the government is failing to cater for all its citizens and that it has placed the responsibility on civil society and on corporates through CSR. There is also a feeling that government is taking the contribution of NPOs for granted and is failing to recognise NPOs as a partner complementing its actions.

Some participants felt the need to maintain their autonomy and suggested that government should share the financial burden together with other funders and not be able to push their political agendas on to NPOs.

“...getting so much funds from the government so that tomorrow we lose all our complete independence. Because if tomorrow, you are asking the government to provide you with all the grants that cover all your cost, you cannot go on against the government. If tomorrow the government is doing legislation against people with disability, and you have to speak out, you wouldn't be in a position to speak out! The government will say “ok, we are providing you with all the funding!” (NPOR12)

- **Government as a facilitator to access resources**

There is much difficulty in accessing funding due to bureaucratic constraints and government could ease access to resources.

“We are having some help from the government, but we would prefer if access to assistance could be less complicated and with less paperwork.” (NPOR19, Appendix I, page 109, No.131)

“there is a need to review the CSR funding system, legislations and its functioning. We need more clarity and more opportunities for NPOs that cannot raise their own funds, so government should have more consideration for civil society.” (NPOR18, Appendix I, page 109, No.132)

“Maybe not only in funding, but empower NPOs as well. The government giving per capita grant is not a good idea.” (NPOR16 Appendix I, page 109, No.133)

Most NPOs could not afford a fund-raising manager and hence look to government to ease of access to funding. Additionally, NPO participants believe that the government could provide technical or other non-financial supports to NPOs as their lack of financial capacity restrict them from hiring professionals or providing important services to their beneficiaries.

4.5.Summary

The chapter presented the findings using actual quotes of key informants and of NPO participants and discussed them in relation to similar studies done. The findings were also linked to this study's relevant theoretical models. The main findings indicated that the Cotonou agreement was central to the implementation of the 9th EDF. The needs and priorities of the Mauritian state and society (the government and the NPO sector) were taken into consideration and aligned with those of the European Union. The DCP funded a diverse range of NPO initiatives that addressed needs of their recipients in innovative ways. Being a recipient of an EU grant meant that the operational and managerial aspects of NPOs could be improved upon. However, some challenges had to be faced such as the difficult application process, inconsistencies among the DCP staff and unclear information that sometimes led to cashflow

problems. Nevertheless, these shortcomings were also seen as opportunities for growth and improvement on both sides. Some NPOs targeted the empowerment of women through addressing their dignity and self-esteem; developing skills to make them employable, and challenging the prevailing cultural and institutional barriers that limit women's freedoms. Thus, NPOs devised interventions and strategies to further these objectives. With regards to enhancing children's development the rights of both abled and children with disabilities were focused upon. NPOs in Mauritius funded programmes that targeted early learning; non-formal education for school drop-outs and services for children with disabilities. Through the EU funding, NPOs have been able to extend their services to a greater number of disadvantaged children. NPOs in Mauritius are thus highly dependent on external sources of funding. In the immediate post EU-funding period, NPOs were able to fall back for some time on a newly introduced CSR funding policy. NPOs also made use of volunteers to help sustain some programmes and when CSR funding became difficult to secure these NPOs turned to various revenue generating initiatives as well as diversifying their funding sources. NPO participants expect the government to provide them with more financial support as they are contributing to the development of the country. The next chapter presents the conclusions drawn from the study and some recommendations.

CHAPTER FIVE: CONCLUSIONS & RECOMMENDATION

5. Introduction

Chapter five presents the conclusions and recommendations based on the findings of the current study. This exploratory research examined the perceptions of 19 NPO personnel of 19 NPOs which received a grant for either a women empowerment programme or a child development programme and three key informants from the European Delegation and the Decentralised Cooperation. The main purpose of the study was to explore the perceptions of these participants about the ways in which the European Development Fund facilitated these particular services to women and children as articulated in chapter 1 section 1.4.

5.1.Main conclusions

The following conclusions will be aligned with the study's objectives as outlined in Chapter 1 [Section 1.7. page 4-5].

5.1.1. Conclusions emanating from the nature and extent of NPO services funded by the EDF

The findings indicated that funding poverty alleviation initiatives not provided by the Mauritian state was central to the establishment and purpose of the Decentralised Cooperation Programme (DCP) [Section 4.4.1, page 40 – 42].

The range of NPO initiatives aimed at empowering women and enhancing the development of children was very diverse. With regards to women empowerment interventions, participants indicated that they were driven by the need to facilitate women's access to income and by overcoming the existing constraints that prevented them from becoming economically viable [Section 4.4.1, pages 42 – 43], as financial self-reliance is key the women's empowerment. The EDF was used by NPOs to consolidate their existing range of services with new programmes and services for women experiencing trauma and exclusion [section 4.4.1, page 43].

The EDF was also used to fund NPOs' non-formal educational and early childhood development programmes in particular for children who were facing learning difficulties linked to their families' lack of resources [section 4.4.1., page 43-44]. NPO programmes aimed at improving the living conditions of children with disabilities were also funded.

The 9th EDF allowed the DCP to adapt the funding modalities to the realities of the civil society context in Mauritius. The Call for Proposals (CfP) scheme was challenging for NPOs and the DCP staff and hence the Small Grants Window (SWG) scheme was introduced to facilitate

access to the EDF funding. Most NPO respondents received a grant under the SWG component [section 4.4.1., page 46]. All EDF grants did not exceed 75% of the total budget or the ceiling set by the DCP. The findings showed that most NPOs covered the 25% remaining through “*in-kind*” contributions highlighting their lack of funds [section 4.4.1., page 47]. NPO participants as well as key informants highlighted that the funding provided by the EDF was the most substantial source of funding at that time.

5.1.2. Conclusions drawn from the ways in which the EU funding facilitated the service delivery of the NPOs

According to many NPO participants, the EU funding enhanced the operational and management aspects of the organisation such as the construction of a building that suited their service needs, the purchase of adapted furniture and fittings, the purchase of a vehicle and upholding the safety of facilities [Section 4.4.2, page 47 – 49]. To some NPOs, the EU funding allowed them to add new services to their existing ones and extend their services to a greater number of people in need. These initiatives which NPOs viewed as crucial for furthering their objectives, required a ‘monetary injection’ which EU funding provided.

The EU funding came with additional non-financial benefits [Section 4.4.2., page 50]. The majority of NPOs stated that the funding despite its various challenges helped them increase their profile, their credibility and trust vis-à-vis other funders, peers and their target groups. Roberts, Jones and Frothling (2005) as well as Suárez and Gugerty (2016) studies suggest that professionalised and rationalised NPOs stand more chances of obtaining international funding. The findings from this study on the other hand indicates that smaller NPOs can be mentored and monitored in such a way that they are able to achieve increasing capacity through international funding assistance like the EDF. The EU funding allowed the strengthening of NPOs’ management and services and NPO participants reported that they are still using the procedures, techniques and skills acquired through the EU funding experience.

NPO participants mentioned that they experienced some pitfalls with the EU funding, which were confirmed also by the key informants. The biggest challenges and constraints that were encountered included the EU application procedures despite assistance from the DCP office and the inconsistencies among DCP officers [Section 4.4.2., pages 51, 53]. There is that perception among NPO participants and key informants that “big NGOs” were more advantageous than “small NGOs” as they had more resources and could afford to employ dedicated fundraisers that can facilitate their access to funding [Section 4.4.2., page 52]

Despite the shortcomings of the EU-funding, it did facilitate the service delivery of NPOs and all respondents expressed gratitude and satisfaction. It can be concluded that without the EU funding, some programmes would never have been established or their growth would have been delayed. Most of the participants claimed that the EU transformed their usual operations for the better. It can be concluded that the funding was beneficial to the NPOs in many ways such as enhancing their effectiveness of service delivery, empowerment and reaching more beneficiaries.

The following section discusses the main conclusions drawn on how women and children have been empowered

- **Conclusion on how women have been empowered**

The perceptions of NPOs on women empowerment lead them to formulate programmes and services that enhance the dignity of women through providing them with the necessary skills and opportunities to find employment. Participants saw empowerment programmes like capacity building workshops and income generation initiatives as critical to help most women out of poverty [Section 4.4.3., page 54, 55].

Participants revealed that to empower women, some NPOs ran programmes that were focused on rehabilitation and social reintegration of women experiencing various deprivations and trauma while others laid emphasis on economic development such as skills training and economic independence [Section 4.4.3., page 58]. Nevertheless, most NPOs running women empowerment programmes started with building the self esteem of women through a variety of initiatives. The NPO participants were convinced that there was a marked difference in the women who participated and completed these programmes. As such, it may be tentatively concluded that the EU funding has contributed in some part to the empowerment of Mauritian women.

There are barriers that prevent or hinder the empowerment of women. The housing policy for instance, which is considered by the NPO participants as being gender insensitive [Section 4.4.3, page 59], highlights the disconnect between macro policies and reality. EU funding has also played a role in facilitating the rights of children and enhancing their development.

Conclusions on how children's development has been enhanced

The perceptions of NPOs about children's development varied from the type vulnerabilities faced by children they cater for and these guided the interventions that were put in place [Section 4.4.3, pages 60, 61]. Amid the diversity of definitions, NPO participants viewed children's development in a holistic manner from a 'rights perspective'. Thus, emphasis was placed on early learning and other educational and vocational aspects.

Some NPOs that participated in the study offer services to children in an integrated approach. NPOs not only offer a place of safety to children, but they also make sure that the needs of these children are met [Section 4.4.3., pages 61-63]. Therefore, many of them offer a combination of residential and non-residential services such as work placement and non-formal schooling where older children are also being prepared for independent living once they reach 18 years old. Skills development are a priority among programmes offered by NPOs to school drop-outs. The EU funding contributed in facilitating the inclusion of children with disabilities in society according to NPO participants [Section 4.4.3., page 64].

In the NPO participants' views, there are existing barriers to the development of children that must be addressed. Most NPO participants working with children considered that the major barrier to child development was their parents' lack of cooperation and involvement. It is thus concluded that parents' cooperation with these NPOs are central to the development needs of their children and if this is missing then the development needs of children will be compromised [Section 4.4.3., page 64].

5.1.3. Conclusions regarding the ways in which the service delivery has improved the lives of beneficiaries

Women who benefitted from EU funded women empowerment programmes have an increased sense of agency and have succeeded in becoming financially independent [Section 4.4.4., page 65]. NPO participants claimed that some women have turned into entrepreneurs with shrewd business acumen who have brought positive change in their households, families and communities.

Six years after the implementation of the EU funded programmed aimed at children's development, NPO participants have witnessed the medium and long term outcomes of their interventions. Children have grown into responsible young citizens who can take charge of themselves and are contributing to their own development, that of their communities and of the country [Section 4.4.4., page 66].

5.1.4. Conclusions related to the post-EU funding challenges

In the post-EU funding period, NPOs have devised numerous strategies to sustain the EU funded initiatives. What emanates from the findings is that NPOs rely heavily on external funding [Section 4.4.5., pages 66, 67]. To ensure sustainability of the EU funded initiatives and their activities, NPOs tap into existing state grants and the national Corporate Social Responsibility (CSR) scheme. However, many NPO participants expressed their disappointment about the unreliability and doubt about the transparency and impartiality of the CSR funding allocation [Section 4.4.5., pages 68, 69]. The heavy reliance on external funding demonstrates the weakness of NPOs in generating their own revenues, which can cause NPOs to deviate from their initial objectives to fit the requirement of external funding (Edwards and Hulme, 1996).

In the context of reduced resources to sustain the EU funded initiatives, NPOs had either reduced the number of beneficiaries or have adjusted their programmes to the available resources [Section 4.4.5., page 71].

Two major unexpected outcomes of the advent of the CSR funding according to the NPO participants were the mushrooming of other NPOs as well as private enterprises that also claimed to be carrying out social development initiatives. As a consequence, the ‘piece of the pie’ that NPOs could access became smaller thus jeopardising the future of these organisations. The lack of adequate resources restricts the effectiveness and scope of interventions [Section 4.4.5., page 69].

With regards to the role of the government in providing more funding to NPOs, the majority believed that the government should step in to provide more financial as well as technical support to NPOs as they are supplementing the government’s actions in its broad poverty alleviation initiatives. On the other hand, some NPOs expressed cautiousness as an increase in the government’s role in providing funding might undermine their independence [Section 4.4.5., page 71].

It can be concluded that the funding was beneficial to the NPOs in many ways such as enhancing their effectiveness in service delivery, empowerment and reaching many more beneficiaries. It is difficult to assess the hidden agenda of development aid. All that can be ascertained is that the funding has contributed poverty alleviation and the empowerment of women and children who are among the most marginalised and/or vulnerable in society. Development aid can both promote and undermine the work of NPOs as argued by Banks and

Hulme (2012). Those who are sceptical of development aid, consider it to be a neo-liberal instrument that maintains unequal relationships at the expense of the recipients or a strategy to open up new opportunities for donors' commercial markets (Szirmai, 2008). In the current study, however, the conclusions drawn are rather pro development aid since the outcomes of EU funding has been positively rated by this limited sample group of participants.

5.2. Recommendations

The main findings of this research gave impetus to some recommendations, which will be presented in three different sections. First, recommendations for further research will be discussed, followed by some recommendations for NPOs in the sector with regards to accessing funding and finally, some recommendations for the Mauritian government.

5.2.1 Recommendations for further research

The main purpose of the research was to explore how the EDF has enhanced the work of NPOs in the field of women empowerment and children's development. This could serve as a pilot study for a larger scale study involving all NPOs in Mauritius. Similar studies could be undertaken in other ACP countries that have received EU grants and are now having to procure other sources of funding.

Studies using a mixed method approach would enhance the quality of the data and furthermore sampling groups could be extended to include the voices of the beneficiaries to obtain greater corroboration of the data when triangulated. It would be imperative for NPOs to begin to undertake their own monitoring and evaluation in the face of increasing competition for scarce resources and in the interests of transparency and accountability.

5.2.2. Recommendations for NPOs

The following recommendations are pertinent to NPOs.

- **Innovative Funding Strategies**

In the face of financial constraints more and more NPOs are forced to think creatively about their own income generation. Many NPOs are planning to turn to social entrepreneurship or other types of income generating activities as recommended by the Ministry of Social Security, National Solidarity and Reform Institutions (2012) in the National NGO Policy Paper 2012 – 2015.

Some NPOs should be thinking more about turning their EU funded programmes into revenue generating activities where it is possible. Diversifying their funding options would be another

strategy to be able to sustain their activities. Investing in a fund-raising manager/unit would improve prospects as a designated person or unit could manage the funding proposal especially in relation to corporate and government. Keeping costs at a minimum would mean targeted recruiting of select NPO staff who can work in a professional and cost-effective way together with a core of volunteers.

- **Networking & Organizational integrity**

Several NPOs referred to the same housing and employment issues that limited women's empowerment and felt that collaborative networking among NPOs was needed. Lobbying and advocacy carried out by such networks could exert greater pressure on government. Such a coalition of NPOs could have ethical guidelines for membership which could network to stop 'rogue NPOs' from developing and abusing public and other funds. Corporate and government funding could be directed to those NPOs that qualify for membership in these recognized coalitions which could serve a 'gatekeeping function'. The more accountability the NPO sector builds up the better able it is to put forward its demands to government. At present the NPO sector is fragmented, does not have a history of monitoring and evaluation in place and still has to develop organizationally in terms of management and financial practices.

5.2.3. Recommendations for government

There is a common feeling that NPOs are furthering the social development goals of the government and that they are providing the services that government is supposed to offer but is unable to carry out. Government needs to be proactive about this state of affairs and capitalize on the work done by these NPOs. A partnership arrangement needs to be formally set up and NPOs can vie for government tenders to provide services. A national lottery could also provide funds to NPOs on a regular basis. Government could regulate NPO sector to ensure that it meets the necessary benchmarks for approval status to access various kinds of funds. At the same time NPOs need to keep a healthy balance between being recipients of government as well as being able to hold government accountable.

5.2.4. Concluding statement

In spite of the small sample of NPOs that participated in this exploratory study, NPO respondents have provided valuable insights on how the EU funding have facilitated service delivery towards women empowerment and children's development. The findings revealed the positive benefits of EU funding despite some of its constraints as well as the present challenging context of post EU funding. It is clear that much more research is needed. This study could serve as a 'springboard' for a larger scale study adopting a mixed methodology

approach. NPOs in Mauritius will have to come up with alternative strategies if they wish to survive in the post EU context.

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Appendix I – Original quotes

1. *“Le gouvernement Mauricien ine design so programme et ine fer enn demande a EU. Tou en relation avec Cotonou Agreement. To ena enn Country Strategy Paper pu la Republique de Maurice...Nou (EU) ine base nou lor la...pou aide le government Morisien. Nou ena ene Financing Agreement ki nou ine signer entre EU et le government Mauricien pou finance sa programme la...EU zamais impose li, nou finance ceki le gouvernement fer demande. Nou ale dapre priorites du gouvernement. 95% de nous financement ti ale ver Budget Support, la reforme economique du gouvernement, c'est a dire ki l'argent ine rente directement dan Tresorie du gouvernement et a peu pres 2% ki represente 13€ million pou finance projets ban ONGs a travers Decentralised Cooperation Programme. Nou (EU) ban priorites, ban secteurs dans lesquels nous met l'emphase c'est women empowerment, gender equality, HIV, disability...ban thematiques la, li retrouve dan government so priorites egalement”* (KIC, Chapter 4, page 40)
2. *“Ene phase ti funding of poverty alleviation projects et deuxieme ti training. Nou ti aussi aide zot suiv le projet.”* (KIA, Chapter 4, page 40)
3. *“tou ceki government ou sois ban lezot l'organisation, government institutions, paraetatique pa pe kav donner. Sinon, li pu paret ki l'UE pe vine dan Moris, pe compete avec government organisation so ban activites!”* (KIB, Chapter 4, page 41)
4. *“Pa koner sipa zis Maurice kine fer sa, au commencement everything had to be through Call for proposal, li impe competitive. Then we decided something called “Small Grants Window” ki pa ti bizin pass par enn Call for Proposal. Ine bizin gagne approval EU, nou ti pe dir li, ena buku ONGs ki zot pena capacite...nous pa ti pou kapav finance buku ban ONGs.”* (KIB, Chapter 4, page 41)
5. *“formation ban jeunes femmes...lor patisserie, hairdressing...et...ban zafer handicraft.”* (NPOR2, Chapter 4, page 42)
6. *“on a fait un elevage de canard...[pour] 15 a 20 madames...Parski dan Dubreuil zot loin de tou, zot zot euh zot difcil pou zot gagne travay donc lerla nou ti fer zot pou fer 1 ti activite komsu sur le terrain a Dubreuil.”* (NGOR13, Chapter 4, page 42)
7. *“met ene l'atelier en place, et sa l'atelier la comme ci dire pou nou train, pou empower bane madam. Le concept meme Made in Heaven, quand nous trouver ki nou ti ena enn cote enn tourism industry en plin mutation et de lot koter nous trouver ene manquement de artisanal tourist products... nous marche pe flooded par bane articles from China and Madagascar mais ti ena ene besoin pou sa zafer la.”* (NGOR17, Chapter 4, page 42)
8. *“c'etait enn projet lor women empowerment pou rane le daycare centre pour ban zanfan ki li pe operer pli performant, pli so l'environnement propice pou ki ban madam ki dan la communaute et donc ca daycare centre la, li facilite la tache pou ban madam pou ale travay, veut dire vine economiquement independent et en meme temps laisse zot zanfan dan enn environnement ki approprier, safe, ki en securite.”* (NPOR18, Chapter 4, page 42)

9. *“ti ena cour en informatique, en peinture, en alphabetization, ti ena artisanat, broderie, peinture, creativite, creation d’entreprises, oui, identification d’un lieu de vente, possibilite d’organiser des foires artisanales... Zot ti la pu pran sa cour la pu zot kapav mieux monte zot l’entreprise.”* (NGOR19, Chapter 4, page 42)
10. *“Construction of the shelter and then one year for running costs...salaire, nourriture, les factures, costs of the vehicle.”* (NPOR5, Chapter 4, page 43)
11. *“Ferme-ecole et vehicule...[La ferme-ecole c’est] Jardin et elevage...pour apprendre aux beneficiaires de planter, occupational therapy en meme temps et en meme temps aussi zot pe apran enn zafer ki kapav aide zot dan l’avenir dan empowerment et vine autonomous.”* (NGOR10, Chapter 4, page 43)
12. *“au halfway home ils (EU) ont paye pour une partie pour le mobilier. Le refrigerateur, electromenagers... equipments”* (NGOR11, Chapter 4, page 43)
13. *“construction...et mise en place de premiere Early Childhood Centre a Albion [pu] provide Early Childhood services to ban zanzan de 0 a 8 ans et aussi l’accompagnement de zot parents.”* (NPOR1, Chapter 4, page 43)
14. *“supor a ledikasyon pu bann pre-primer. Nu ti ena 55 zanzan ladan...3 a 5an [ki] ti p gayn materyel skoler, uniform, chaussur et dejeuner a lekol...(parski)...zot pa ti pu kapav swiv zot klas.”* (NPOR3, Chapter 4, page 44)
15. *“Service pu lededucation...remedical class for primary level and secondary level, ki nou ti recrut...2 professor...primary, secondary and psychologist.”* (NGOR6, Appendix 3, page 44)
16. *“C’etait l’accompagnement scolaire...ban zanzan ki dan le village, l’apre midi zot ti vini, nu ti done zot kot zot feb, nou ti done zot euh...sa...kumadir nu ti pe aide zot... ti ena enn demande parski nu ti pe trouver ki...lecons particulier ti pe bat a son plin et pa tou parents ki ti kav afford. C’est la ki nou ine met sa sur place... parski...ban parents ti meme demander pou renouveler le chose”* (NGOR7, Chapter 4, page 44)
17. *“creation d’une mini la ferme pedagogique ki so l’objectif c’etait principalement pou initier ban jeunes, sensibilise zot dan l’alimentation et en 2eme temps de forme zot pou creer enn entreprise et 3eme objectif dan sa projet la osi c’etait pou autosuffisance alimentaire, donc pou ki zot kapav produire, pou ki zot kapav nourri zot et en plus zot vender.”* (NPOR8, Chapter 4, page 44)
18. *“la construction d’un vocational education and training facility... Des conteneurs transformes qu’on s’en sert pour la formation, non-formal education pour adolescents.”* (NGOR9, Chapter 4, page 44)
19. *“nou ti gagne funding pou part of the construction [of our school] et pou ban equipments et furniture; ban la table, chaise, tableau...kot ban zanzan (handicapes mental et physiques) ine beneficier.”* (NPOR15, Chapter 4, page 44)

20. *"Provide security, donc c'était juste pour mettre le mur, surrounding wall." (NPOR16, Chapter 4, page 44)*
21. *"construction financement MUR4.2 million. MUR7.8million nu ti bizin secure apart. Nu ti ena zis 2 financeur ki ti sakene MUR1.5 million, sinon les zot MUR500 000, sipa MUR800 000. Donation in service... ban professionnels par exemple, nou architect, nou ingenieurs, nou quantity surveyor, ban benevoles... par exemple ena companies li pane passe sa par so CSR mais line dir li pu done nu sipa MUR 500,000 en terme materiaux." (NPOR1, Chapter 4, page 46 - 47)*
22. *"MUR 4.2 million, C'était que nous ti bisin met 25%. il y a la Rotary de Grand Baie qui nou avait donné les MUR700 000. Et puis on avait fait un lancement, un appel aux donations. Donc on avait eu des donateurs par exemple y en a qui nous avait donné des carrelages et des materiels de construction beaucoup. Kan nou pran ceki ti bizin roder, MUR700,000 avec in-kind, ca nous a mene dans les MUR2 million qu'on a eu." (NPOR5, Chapter 4, page 47)*
23. *So budget total...euhhh ti a peu pres ene MUR5 point kitsoz, bisin met 25%. A peu pres ene MUR500,000 parla mone meter. lerla c'était in kind, pli buku lor training... avec...ti vine buku lor natural resources." (NPOR17, Chapter 4, page 47)*
24. *"MUR 400 et quelque la, nou ti contribuer cote materiel, cote classe, in-kind contribution." (NPOR6, Chapter 4, page 47)*
25. *"2 projets, MUR800,000 et quelque. Pour construction li ti environs a l'époque euhh...MUR1.7 million, nous ti gagne MUR400,000 et puis ti ena MUR800,000 de Rotary et ti ena ene lot organization qui ti donne MUR400,000 at puis nous ti ena pas mal de organization cumsa kot noune gagne bane ajoute kot noune ressi complete nou construction." (NPOR15, Chapter 4, page 47)*
26. *"tou les 2 ti parey, MUR 420,000 mem. ca veut dire si MUR 420,000 ki nou ti gagner plis so 25%, li pou fer enn ti peu plis ki MUR 540,000 kumsa. Nou ti met li en terme de nou letan ki noune depenser pou monitor le projet et en meme temp ban volontaires ki ti pe vine donne nou enn cou de main et en plis enn ti peu en cash pou seupplement ceki nou ti deza ena pu ariv a la totalite du budget. C'était nou l'argent." (NPOR18, Chapter 4, page 47)*
27. *"Le programme li ti la...et nou ti deza ena nu terrain...batiment ki exister, c'est enn batiment ki au depart, c'était enn orphelinat, ki nu ine converti, nu ine reconverti...to compose ceki to ena! Mais kumadir la, c'est vraiment tone imazine le projet et to pran li depi so infrastructure et to aller mem lor so service. To imazine le projet depi so batiment et lerla ziska so service." (NPOR1, Chapter 4, page 48)*
28. *"Avan, nou ti lor la paroisse! Zot ti done nou enn ti boutte pou travay. nou ti ena enn 40 a peu pres. Nou ti enn lor lot! Nou ti coincer parski kan lapli tomber, sa ti couler. Comdi banla nou ti pe patauger kuma ban ti canards! Trois quarts du temps nou ti pe travay enba pie! Kan beau temps nu met ban classe enba pie parski nou ti tro enn lor lot. Ti ena enn preau. Nu ti kumadir tro confiner. Kan beau temps kumsa, fer chaud, nu ti enba pie, 2, 3 groups enba ban pie, parski la cour ti bien grand laba, nou ti enba pie. Lerla kan lapli vini, nou ti bizin reste serrer. Li ti assez difficile pou travay mais*

on a travaille pendant plus de 7, 8 ans nou ine travay kumsa!!... Parce que laba nou ti ena enn ti bureau. Mais la tu vois, on a quant meme un bureau pour nous, on est bien quoi! Et puis la bas, ¾ du temps ca ti pe couler! Ti bizin bouze latab, bouze ici, bouze laba.” (NPOR7, Chapter 4, page 48)

29. *“Parfois ti pe fer quelques petit retouches comme ca, mais pa ti pe kapav met so fencing. So fencing ti deza fini pouri, so gate ti fini abimer, pa ti ena sa ban facilities pou ban ti bebes, pou zot kapav dormi, ca veut dire zot cot tou sa la pa ti pe kapav renouveler ban materiels laba, faute de moyens. Alors, kan nou ine gagne sa l’argent la, sa fine permet nou aste ban nouvo materiels, met nouvo fencing, met nouvo la peintir, met nouvo jouets etc. pou ban zanfán la.” (NPOR17, Chapter 4, 48)*
30. *“...lorsque le DCP nous a donné ca, ca a permis de continuer l’action, parceque quand le DCP nous avait donné...une annee pour le running costs. On etait dans une situation de crise, on etait avant on etait finance par une fondation Allemande qui avait retire ses fonds. Apres 4 ans, elle avait dit, il avait retirer, on avait rien. Donc lorsqu’il nous avait donné, ca nous a donné le temps aussi de souffler, de continuer cet action...Parcequ’un moment on a pensé a areter parceque sans fonds comment aller?? Nouné meme lance ene appel de funding et que gouvernement pas ti respond a cet époque et pas ti ena CSR a cet époque. Donc ti bisin par bane acquaintance, bane contact seye gueter tel firme kav donne moi li ti bit and pieces. Tandis lui il avait donné une annee prend tout en charge.”(NPOR5, Chapter 4, page 48)*
31. *“Il y avait un besoin qu’il fallait repondre et the opportunity s’est presentee. Le EU a permis cela et je pense apres aussi, il y a beaucoup de ca, a fait un p’tit peu si vous voulez effet boule de neige, dans le sens que maintenant vous voyez des conteneurs un peu partout...Le informal education a sa place, ca c’est le travail des NGOs et CBOs, donc a cette question, je dirai oui, EU a facilite la mise en place de ce projet et piloter, to pilot to see what it gives, si ce sera un projet valable, valide.” (NPOR9, Chapter 4, page 49)*
32. *“Parski nou ti a la recherché ban activites pou ban residentes. Nou ti al la recherché et puis nou ti ena enn grand terrain, disons pour le jardin, par exemple nou ti ena enn grand terrain et nou ti pe envi d’une part exploite li pou ki nou kapav aussi allege nou budget mensuel. Les oeufs nou vender ca rente dan nou budget.” (NPOR10, Chapter 4, page 49)*
33. *“Au RYC, on avait mis sur pied une scolarisation, il n’y avait pas. On a mis sur pied une ecole de cuisine, de coiffure, des stages avec des certificats a la cle. On s’est rendu compte que les filles du RYC qui venaient chez nous staient complètement demunies, ne savaient meme pas ecrire. Alors on est alle au RYC, la on a commence le travail pour la transition, pour que ce soit plus facile pour nous.” (NPOR11, Chapter 4, page 49)*
34. *“very new initiative, ti bizin start from scratch, ti bizin machine, formation, al rod natural resources...mo pa ti pu kav fer li parski mo pa ti pu trouve sa kantite l’argent la enn sel coup....EU ine aide nu amorti sa ban couts la.” (NPOR17, Chapter 4, page 49)*
35. *“ine permet nou fer enn kiksoz dan nou l’endroit, pu ban jeunes surtout.” (NPOR2, Chapter 4, 49)*

36. *“Parski san enn kapital dan lame nu pa ti pu kav trap 50 zangan. Nu ti pu pran 10, nu ti pu pran 15. Donk sa finn ed nu pu pran enn gran kantite bann beneficaire, e byensir nu ti rassure, ki ena larzan ki nu pu kav...”* (NPOR3, Chapter 4, page 49)
37. *“Si nou pa ti implemente sa projet la, nou ti plu beaucoup la pauvreté enkor. Zordi sa ban zangan la ine gagne enn lekol kot zot pe vini, kot parents pe kapav gagne travay, sinon, sa ban zangan la ti bizing rest lakaz zot parents bizin surveillance zot 24/24.”* (NPOR15, Chapter 4, 49)
38. *“Deza kan to pe avoy enn lot place, to pe avoyer to pe demane enn...to pe avoy enn projet lot place, tone deza gagne funding avec DCP, banla dir si ine resi ecrire projet, si ine resi fer rapport DCP... li creer enn confiance.”* (NPOR2, Chapter 4, page 50)
39. *“Pou l’association, line donne nou plis de confiance de continier, ki line donne nou enn credibilite parski pou gagne financement avec l’UE, c’est pas donne a tout le monde. Ca ine met nous dan enn position de confiance et ca confiance la ine creer aussi par d’autre partenaires ki kapav compte lor MFR pou kapav finance zot pou zot realise lezot projet.”* (NPOR8, Chapter 4, page 50)
40. *“ti ena technical support et puis en meme temps ti ena ban visite, zot ti pe guide nous, donc li add credibility dan tou ceki nou fer si nou ine gagne EU funding.”* (NPOR18, Chapter 4, page 50)
41. *“nou ine gagne ban formations, parce que kan DCP pe finance enn projet, en parallele, tu as la formation comment pou mene a bien le projet, pour faire le suivi du projet tout ca. Donc il y a eu aussi la formation, tout ca ine renforce la capacite oui, parce qu’il y avait meme une formation sur capacity-building et nou ine beneficier. Le fait mem de suivre enn procedure administrative ki le DCP ti met en place, ti ena certains reglements qu’il fallait respecter, ca ine permet nou fortifier nou ban skills.”* (NPOR10, Chapter 4, page 50)
42. *“fine montrer nou comment gere ban fund, ine permet nou gagne l’experience ki zordi (nou) pu gagne financement...avec Japon. Pou nou arrive dans sa ban niveau la...DCP ine initier nou dans sa ban direction la. Cote (nou l’organisation) so management, capacite fine augmenter. Nou fine compran ki veut dire project write up, kuma projet derouler, kuma financement derouler etc...ca ine permet nou attain impe pli haut niveau, ale rod ban grants au niveau international.”* (NPOR17, Chapter 4, 51)
43. *“so write-up ti bien bien difficile...Zot ine done formation, mone al suivre formation mais still li enkor vraiment difficile.”* (NPOR2, Chapter 4, page 51)
44. *“Je sais que beaucoup d’ONGs peuvent pas remplir, c’est tres complique pour remplir [les formulaires d’inscription]. C’est vraiment un exercice academique et c’est assez difficile. Je pense que le DCP, l’UE...n’a pas realise qu’il y avait beaucoup d’ONGs qui n’ont pas de cadres. C’est maintenant qu’on commence a voir professionaliser le service...quand j’allais voir le project manager qu’on nous a donne, il dit ”non, non, mo pa kav aide ou moi parski mo mem mo pu evaluer sa, mo pa kav aide ou!”. (NPOR5, Chapter 4, page 51)*

45. *“Mo bien contan nou ine gagne financement DCP, mais tro tro tro tro complique! Mone apran buku zafer cote ban cours ki nous ine gagner, mais concernant projet lamem, ecrire projet, implemente li, ca ine done moi congolo! Malgre ti ena dimun avec nou, li ti complique...c’etait enn cauchemar. Mo pa dir tou zafer gagne facile, mais sanla pa facile!”* (NPOR19, Chapter 4, page 51)
46. *“kan ti lance appel a propositions, pa ti gagne personne aköz banla ti pe trouve nou ban procedures trop compliquees. Guidelines kan zot ine get li zot ine gagne per, c’est vrai ki procedures ti cumbersome, ti trop long, lerla mem ki nou ti vine avec sa capacity building programme la”* (KIC, Chapter 4, page 51)
47. *“Ban ONGs ki ena human resources, ki ena moyens financiers pou recrute ban staff, apre zot ena buku l’experience dan ecrire projets. Ban ti ONGs par exemple, enn community-based organisation. Ena ban CBOs ki exister depi lontan mais pou zot c’est plis travay lor terrain, pa remonte ver lao, zot pena l’experience papier.”* (KIC, Chapter 4, page 52)
48. *“I grosse boite ou tu as plusieurs departements. (plus de) personnes a leur actif... je considere que nous sommes une petite ONG dans ce sens la. Mais pas petit dans le sens du travail mais euh comme structure. parceque nous sommes quand meme au niveau nationale.”* (NPOR10, Chapter 4, page 52)
49. *“enn ti ONG komsi enn ONG ki travay dan so region, regional, enn grand, c’est ki li kapav fer ban activites au niveau Maurice entier. Ou alors zot elargi impe zot...sa...ou alors zot ban organization ki bien connu, ki ena ban member board...ban dimun ki kapav ecrire projets, ban dimun ki kone ecrire raport bien ek ki kan to get lor papier, c’est enn zoli zoli zafers lerla sa presenter li passer, mais meme ban ti l’organisations ki, bon, zot koner ki zot pe envi fer, zot kapav fer ceki zot envi fer, mais sauf ki zot pa kone presente zot souhait lor papier, le projet kapav zoli mais si tone rate enn zafer ladan, pa pu done toi sa l’occasion pu revine ver toi pou dir toi ki ou ti pe...kifer sa manker, kifer sa...rezeter carer carer!”* (NPOR3, Chapter 4, page 52)
50. *“ti ONGs, zot surtout au niveau ban village, zot plito cote grassroots, avec enn staff de moins ki 10, zot pas assez equipe, zot pena cote informatique, surtout pou avoy mail tou sa...”* (KIA, Chapter 4, page 52)
51. *“Tou officier pena mem maniere de travay...enn moment donner, Officier X pa ti la, mo ti gagne Officier Z! Oh la Seigneur...C’etait l’enfer! Comsi dirait, tou ti l’ail, tou ti soz, komadir, li pa kav consider as a social facilitator, li ti kumadir inspecteur! Par raport a l’Union Europeene, mo ti atan ki kumadir ki ena enn coherence.”* (NPOR1, Chapter 4, page 53)
52. *“mo coner ki ena sa probleme ki ena bane ONG ki malinger avec fonds. Ena sa aussi...Mo ti gagne project manager ki kouma dire penser tout le temps ONG p kokin. Kouma ou gagne ene ti difficulté, mo pe tarder par exemple pou demarer un project on a jamais fait construction nou...li vine guet moi a chaque fois li dire ou coner moi mo pou coupe funding hein. Mo pou tir funding la. Mo dire li ou coner moi aussi mo p gagne difficulté, nous pe imper hesiter, nou pe gueter...li dir moi, “ou coner ou ti bisin hesiter avant!”. Comsa li ti pe koz r moi. li assez euh genant et frustrant tout le temps*

dimoune la pe penser ou ene voleur... Parfois li ti pe vini li meme pas ti p dire nous.”
(NPOR5, Chapter 4, page 53)

53. *“enn facilitator pou suive toi pou aide toi pu fer rapport tou sa la, mais li pane dir so travay kuma bizin fer et a enn certain moment line kit DCP line aller...ine avoy enn lot dimin, mo penser pa fine fer handing over [pou] coner ki ena ki pena, ki l’association pe fer et finalement kan projet ine fini, ti ena ...ban ti zafer ki nou pane compran bien ek kan nou fine demane explications, c’est nou ki ti impe en tort parski nou pa ti rod information avant et...pena prev pou dir ki nou ti demane information la, parski c’etait ban nouvelles kine passe lor telephone (...) li soi disant facilitateur mais li pane fer so travay kuma bizin. Mo pa kav dir tou le DCP, mais la personne avec ki noune travay.”*
(NPOR2, Chapter 4, page 53)

54. *“...c’etait qu’il y avait certains points dans le budget qu’on avait pas tres bien compris. Par exemple, disons si on avait earmark allons dire MUR40,000 pour les armoires, et que les armoires faisaient MUR45,000, on n’avait pas compris qu’il fallait tirer MUR5,000 de notre poche ou alors si on avait mis MUR28,000 pour les tables et que les tables faisaient MUR25,000, nous, on pensait qu’on pouvait recuperer l’argent...or c’etait pas comme ca. On s’etait retrouve avec des sommes qu’on devait ou qui avaient ete deduites, c’est ca ce qui avait ete un peu le gros probleme. C’est a dire que au depart on vous demande de earmark, mais finalement quand on fait le projet [les couts] fluctuent, ouai voila! Et donc ca c’etait un gros probleme. De ce cote personne ne nous a informe »* (NPOR11, Chapter 4, page 53)

55. *“Quand tu es au four et au moulin et tu dois tout faire. Et en meme temps tu as un delai pour finir le projet, c’est une grosse pression et surtout quand nous dire nou pu acheter van, par exemple, letan to commence ban procedures, le board valider, envoy papier a gauche a droite, ca prend du temps.”* (NPOR10, Chapter 4, page 53)

56. *“Dan 1 an, difficile atteindre objectifs. 1 an li assez tigit parski nou bizin batir enn relation ar sa ban zanfana la, surtout pou sa categorie dimin nou rod toucher la. Kan tone batir enn relation, li pli facile pou fer enn projet.”* (NPOR2, Chapter 4, page 54)

57. *“Dan 1 an, ena certains kiksoz ki nou pa resi attain parski ou conner quand ou travay avec la communaute, li demane ban certains skills...ou pa kapav develop enn dimin so skills dans 6 mois, dans 3 mois, li pran ou letan.”* (NPOR17, Chapter 4, page 54)

58. *“...bane fam kine vine ici, zot mem zot pa ti croire en zot...ici zot ine decouver zot mem, zot talent, zot ine decouver de quoi elles sont capables. Sa permettre zot ena bane lezot perspective et kan zot decouver zot valeur sa done zot self esteem, zot bane kalite, bane zafer ki zot reussi fer et souven kan zot dir toi ayo mo pa ti kapav, mo pa ti koner mo pou kapav fer sa. Faire des demarches, faire des efforts pou achieve ceke tu veux. Narnier pa pou gagne lor ene plateau.”* (NPOR10, Chapter 4, page 54)

59. *“Je dis meme pas empower, parce que empower faut deja comprendre qu’il y a un potentiel qu’on va mettre en evidence, mais la, il faut fouiller deja dans le tas de ce qui se trouve, de violence, d’angoisse, de peur, pour pouvoir faire emerger quelqu’un...Une conscientisation et une valorisation de l’etre humain, parce que on ne pourra jamais eradiquer le sentiment d’abandon chez un etre humain”* (NPOR11, Chapter 4, page 54 - 55)

60. *“...I madam li...koner ki li ete, li reonet ki li ete so la force, so faiblesse...Parski enan zot pa mem koner...ki zot ete, zo pa koner ki zot kapav fer...Aussi reonet zot bane faiblesse, pou ki zot kapav ameliorer...foder enan connaissance. Komsì pou nou le savoir c l porte pou l dimun kapav gagn kitchose...” (NPOR13, Chapter 4, page 55)*
61. *“enn prise de conscience, enn responsabilite enver zot mem, enver zot zanfàn. Zot l’attitude meme, zot manieres ine sanzer. Zot manieres zot habiller, kan to zoine zot, zot langage ki zot kozer, maniere ki kot kozer, zot nepli dir “ah nou pa kapav, zamais nou pane fer sa”, mais “ou koner mo zanfàn ine passe so beme, ou koner mo zanfàn pe ale kolez, ou koner mo pe fer tel travay”...to trouver ki kumadir zot fine kapav admet ki ete empowerment, ceki ariver a fer sa ban dimun la deboute lor zot lipied, pran conscience, pou ki zot vine pli autonome! Deboute lor zot prop lipied.” (NPOR2, Chapter 4, page 55)*
62. *“Women empowerment c’est une femme qui s’assume telle qu’elle est...Pas elle regarde ses voisines, ceux qui ont pu progresser...elles regardent les autres... Avec ce que je suis, j’essaye d’être heureuse avec le peu que j’ai et je vais essayer de, d’accepter l’enfant que j’ai et de l’élever le mieux possible...Maintenant women empowerment c’est aussi de pouvoir garder un homme a la maison, c’est a dire qui sait être joviale, qui sait faire des compliments...qui sait s’habiller, qui sait se mettre en valeur et ne pas faire des reproches tout le temps” (NPOR4, Chapter 4, page 55)*
63. *“Il faut les infrastructure pour l’aider [et] les structures de support que vous metez en place, ca on n’a jamais entendu parler. . Parski nou ena multi task en tant que femme. Empowerment to take the responsibility at home. Not only on the place of work. They are empowered on the place of work ! But at home ?! Et only, mainly even now housework is mainly a women problem, issue... empower man, c’est d’assumer responsabilité a la maison aussi.” (NPOR5, Chapter 4, page 55 - 56)*
64. *“...enn ene general capacity building lor livelihood plitot [et pa zis economic development]...[L]ivelihood li englobe tout, ca veut dire li ena...la vie sociale...sustainable livelihood, nous pas kapave kumadir enn kiksoz...madamme la bisin produire sa non! Madame la kapave produire sa, pou produire bien c nou bizin englobe li...” (NPOR17, Chapter 4, page 56)*
65. *“Ene madam independant ki, ki kapav com si euh earn revenue!” (KIA, Chapter 4, page 56)*
66. *“women empowerment pou nous c’est...tire zot dan la pauvreté, fer zot kav vine...économiquement [independantes], zot kav depàne lor zot mem...pou ki zot kav vine economically sustainable.” (KIC, Chapter 4, page 56)*
67. *“pou nou, c’était done ban cour ban madam la pou facilite zot lavi pou zot kapav fer enn ban zafer... pou apre plus tard, pa koner kot zot ine ariver avec zot l’entreprise, a travers l’informatique, disons zot ena pu fer zot compte, ban ti balance sheet, ban ti cash book, a aussi a partir l’informatique zot ti pou kav fer li.” (NPOR19, Chapter 4, page 56)*

68. “Zone aler cot famille... souvent zot vine cot nous, dernier repere... Nou role c pas disempower zot. Nou rol c ki zot sorti la ene ti peu plis fort...nou pas laisse li al au dela de 4 mois... Nou ena psychologue, nou ena avocats ki pou rentre en jeu et puis nou ena bane, bane euh forma .. Bane assisstant social ki former... nou methodology de travail cest ki nou done zot, premierement kan zot vini nou done ene espace de parole. Premierement peut etre ki premier foi dan zot la vie zot pe gagne ene place cot pas pou condamnen zot, pas pou juge zot. Donc li done zot ene espace de parol cot zot kapav koser, zot faire euh lecouste euh ek bane madam la. Et pui lerla zot, en meme temps ki zot faire lecouste, zot zot pou note bane axes de ce problem et lerla nou pou explik li apres nou ki laide nou kapav donne li, dans ki parametre asterla nou travail nou. Ena bane reglements ici etc ki li pou bisin abide. Parski nou ena ene code of conduct ki noune travail ensembl avec assistance social ek psychologue ek avocat pou ki nou kapav nou aussi ena ban parametre dan lekel nou oeuvrer. Et lerla zot pou rester plis avant nou pou faire zot prend ene bain etc, done a manger, kitchoz a manger, a boir etc. Et puis lerla bane la pou travail so dossier dan ene place trankil la haut zot pou al travail so dossier et pour met li a laise lerla nou done li une ou deux semaine, nou pou laiss li ene ti peu apres les formalites administratives, pou laiss li kapav ene ti peu prend euh faire lespace pou li. Parski parfoi ena des anness zot in viv dedans... Si ena bane problem de sante paralelement nou pou okup so bane problem de sante, so bane problem psychologiques ki li gagner etc. Et pui lerla assistance social pou commence travail tout les apres midis pou guet ene fois par semaine pou commence travail li pou li kav amene ene decision. Juska ene madam vine ici kouma li vine ici nou nou coner nou bisin kit le centre... dire li prend so decision c li ki prend so decision, nou pas prend decision, nou pas juge li, nou pas condamne li et nou pas demande zamais kifer ena violence parski pena oken raison a la violence. Si ena bane differend bisin kapav develop bane mechanism non violente, discussion, de parole, de communication pou resoudre nou bane problem. Lerla nou commence dire li, once lin prend decision si li pou retourner li pas pou retourner, nou explik li si li retourner ki li kapav faire, les dispositions de la loi, kouma li kapav servi la loi, kouma li kapav faire li, si li pas pou aler lerla si li pas travail, mo bisin rod ene travail pou li. Et pui nou bisin done letemps pou li kapav faire imP savings, pou li kapav louer ene lakaz si li pena lot logement alternative. Et puis meubler sa lakaz la parski zot bear minimum, nou fair bane collect de meubles et tout pou li kapav apres recontinier reviv so la vie ek so zenfant.” (NPOR5, Chapter 4, page 57)

69. “[women] having a problem with a particular substance...all substance included...Some have even contracted HIV and have let their health deteriorate. The moment they arrive, the first step is to give them physical strength, take care of their health. There is medical de-addiction, screening to detect HIV and Hepatite, start a treatment for those diagnosed HIV-positive. After that we start to identify the root cause of the problem. There is psychological and psycho-social support. Our role...to identify the main problem which pushed them towards a substance and at the same time during their psycho-social support prepare their exit... Dans zot traitement, il y a l’accompagnement psychologique, y a la formation, y a beaucoup de choses, beaucoup d’activites. Des seminaires pou approfondir zot connaissance, connaissance generale, ena aussi, la par exemple, zot pe fer la peinture, zot pe fer massage, aerobique, pedicure, manicure. En meme temps zot apran ceki pa koner, en meme temps zot pe fer sa aussi pou zot bien-etre et le jardin... Ena kine apran ici IT, Word, Excel lor ordinateur” (NPOR10, Chapter 4, page 57)

70. *“Premierement c’était de les accueillir de façon très chaleureuse, de ne pas juger... On t’accepte avec ton bébé dans ton ventre et nous sommes prêts à t’aider à bien vivre cette grossesse. Donc on va dédramatiser, on va voir des infirmières qui vont avoir un langage très positif sur les malaises, les nausées... On va leur parler aussi du contact à établir, on leur explique exactement le film du débarquement du bébé pour qu’elles apprennent à aimer ce bébé qui vient dans un sens révolutionner toute leur, toute leur vie car il n’est pas attendu, il n’est pas dans le programme et voici qu’il faudra faire face au jour au jour à tout ce que ça va représenter... Puis on leur apprend l’importance de l’allaitement et on est prêt à aller chez elles, leurs rendre visite... Dans des cas de grande pauvreté nous allons aussi offrir un cadeau à maman, on achète la cuvette dans laquelle va baigner les enfants et dedans on met serviette, couche, on achète la robe de chambre pour maman parfois quand elle n’a pas vraiment de robe de chambre convenable pour aller accoucher et on lui donne quelques couches.”* (NPOR4, Chapter 4, page 57)
71. *“d’abord il faut de travail de valorisation, de self-esteem qu’on fait... On travaille sur les peurs, sur les angoisses... empêcher la rechute, empêcher d’aller vers la facilité et empêcher... veiller à ce qu’il y ait quand même une discipline de vie... Ensuite, bon, le côté administratif, aller aux cours, parfois il y a des mariages, des divorces qui n’ont pas été prononcés, des enfants qui n’ont pas été déclarés, trouver tout le service pour ça, les cartes d’identité, parfois l’enfant a un suivi au Brown Sequard qu’il faut aller voir. »* (NPOR11, Chapter 4, page 58)
72. *“nou ena ban training kot nou montrer zot(ban madam) fer ban productions...ban agro l’industrie. Ki manière préparer achar, préparer la gelée...kot zot kapav vane sa ban produits la...Production dizef...pour empower zot pour ki zot kapav fer enn ti business, zot kapav vane dizef pour zot.”* (NPOR2, Chapter 4, page 58)
73. *“...support to startup and micro enterprises(...)les dames qui venaient chez nous, on les aidait avec les institutions à promouvoir...zot entreprises. , kômen la nou p fer ELIT...B tout dimun pa kapav être entrepreneur sa aussi parski nou kôner bane ki pa kapav mais ki zot envie, zot enan l’activer kan mêm, zot envie gagn gagn l’argent de sa activer la lèr la dan nou l’association mêm nou enan l’coopérative. Alor nou fer zot join coopérative la, lèr la zot travail ensemble. Lèr la c coopérative ki chapeautre tout bane zafèr la, zot bane activer.”* (NPOR13, Chapter 4, page 58)
74. *“Nous faire bane home clusters (...) nous laisse zot travail at their own pace. Ça veut dire là-dedans beaucoup madam ena ti zènfan, ena madam ena vieux dimune dan lakaz, ena ban handicap dan la famille alors nous laisse zot travail at their own pace alors nu nous passe ban commande la lèr la zot fer ban item la zot avoyer. Normalement nous donc zot training aussi, soit nous donc zot training kot zot mêm soit nous donc zot training ici dan l’atelier kot nou.”* (NPOR17, Chapter 4, page 58)
75. *“zot ena plus confiance en zot, zot plus sûr de zot. Longtemps moi tu remarquais zot dire ou tout korek, mais maintenant non! Maintenant zot ena l’esprit plus critique donc ça aide zot avancer. Zot mêm zot kapav critique zot mêm. Même dans la vie familiale, là enn tout! Line gagne kitchou, ça reflète tout la vie, tout l’aspect de la vie.”* (NPOR 13, Chapter 4, 58 - 59)

76. *“zot ine suiv cour mais pena okene direction parski la plipart kan vini dir “hey mo cone fer tente, mo cone fer ceci, cela”, mais kan mo dir fer sa, li cone fer enn sel kalite tente. La, zot ine developpe zot skills, zot ine al compran le marche zot osi, ki pe vander, ki pa pe vander lerla zot commence participe dan management committee, zot amene zot l’idee.”* (NPOR17, Chapter 4, 59)
77. *“Bane femmes dir non a la violence. Zot conscient ki zot pa le coupable, zot enn victim. De plus en plus zot demande l’aide. Zot conscient ki la violence pa enn zafer ki bizin subir en silence, zot brise le silence.”* (NPOR5, Chapter 5, 59)
78. *“pena enn housing support...pou bane femme. Nou nou gagne ene housing policy pou tout dimoune. Par exemple ene madam kine kit tout par deriere meme li travail li pena sa, bien souvent bane madam investi tou zot revenus dans zot lakaz. Zot pena savings justement pou zot kav paye zot depot ki demander, donc zot pas eligible, meme zot ena lakaz parfois zot pena zot depot pou payer et puis pena ene fast track. Bisin ena ene fast track parski ene madam kan li pena lakaz, ici ene madam pas kav reste longtemps et sa so politique li pas ress longtemps pou zot pa vine bane assisté. Et zot bisin kav ene moment re al dans societe, reviv zot lavie comme bon leurs semble avec zot propre euh principe de vie, avec zot propre critere, zot propre parametre dans lequel zot ley viv. Li pas gender sensitive du tout.”* (NPOR5, Chapter 4, page 59)
79. *“...j’ai envoye un projet au ministre Soodhun pour dire quand vous faites des maisons, gardez ne serait-ce 2, 3 maisons, on fait un travail communautaire, zero! Le projet est en train de dormir labas. Le gouvernemnet n’est pas interesser a aller de l’avant. »* (NPOR11, Chapter 4, page 59)
80. *“kan to pe done service pou ban filles-meres, li vrai ki to pe fer enn projet zis pou so empowerment la, mais a cote ar sa, faudrait to kapav fer ban lezot zafer pou aide banla! [...] ki serti ki to pu kav donne li zis montrer li cuit gato kot demin li pu kav gagne so lavi, mais so zanfán pe malad, lot lot zafer to pa pe kav regler. Ou bien li ena ban lezot soucis, li pena lakaz!”* (NPOR2, Chapter 4, page 59)
81. *“pu nu developpement c’est vraiment integralite de l’enfant! Ena dimun pu dir zis reussite scolaire...Li, enn ti boute facteur mais...ena telman factere ki kav determiner sipa enn zanfán pu travay bien ou pa bien. Alor pu nou, developpement zanfán c’est tou dan so l’integralite...[et qui] les 4 piliers de la Convention respecter!... les 4 piliers: so survie, c’est protection, c’est vraiment participation,...tou ceki concerne...ban needs...”* (NPOR1, Chapter 4, page 60)
82. *““...les enfants sont empowered quand leurs droits, leurs besoins sont respectes, donc leurs droits et leurs besoins, c’est un rights based approach, un developmental based approach, donc le empowerment des enfants sont ce qu’ils puissent avoir une enfance, droit a l’education, droit aux basic needs, qu’ils ont besoin d’avoir une maison, la nourriture, les ecouter,...c’est qu’il y a participation des enfants, y a pleins des choses et c’est pas qu’il est fait seul, c’est nous, c’est lecole, c’est l’institution, c’est la societe c’est tout. Donc, leur empowerment voudra dire qu’ils deviennent des enfants qui reflechissent, qui prennent leurs responsabilites...[E]mpower community, adults et enfants aussi empowered einn en terme de leurs responsabilites, y a pas que leurs droits...C’est responsabilization. Responsabilization se passe a travers l’education, a*

travers les relations, a travers leur ecoute. C'est ca responsabiliser les enfants et les adultes." (NPOR9, Chapter 4, page 60)

83. *"l'enfant pe kapav vine independent au niveau so daily living, li pa cone brosse so les dents, al toilet, habiller, manger par limem, sa mem enn grand developpement...Li cone ecrire so nom, so l'adresse...so needs pareil [kuma enn zanfán normal] mais zis li ena enn retard dan so developpement, kan li pe vine la, nou bizin aide li recapture sa."* (NPOR15, Chapter 4, page 60-61)
84. *"pou nous le developpement de l'enfant, c'est le cote...nous pran the child on the whole, c'est pas juste le developpement disons mental, pedagogique comme on dit, c'est aussi tout ce qui est cognitive, tout ce qui est la relation humaine avec que ce soit so peers ou bien avec parents ou les autres adultes, l'autonomie, dans tout ce qui est activites de la vie quotidienne. Pou nous, l'enfant doit se developper au maximum, dans tous ces areas la."* (NPOR16, Chapter 4, page 61)
85. *"niveau residential, [gouvernement] tir zanfán depi enn hostile environment...enn travay preliminaire fer kot CDU demane nou si nou dakor pu pran zanfán la, si nou dir oui, CDU pu al la Cour pu dir "...li pe demane ki sa zanfán la placer [dans nou ONG]"....dernier chance avan zanfán la ale RYC pu met li kot nu...majoritairement nou ena garçons et garçon pli difficile. Ena 8 structures Foster and youth home...nou tourne autour 50 parski ena in-out" (non-residentiel) nu ena Atelier du Savoir, c'est ban zanfán en echec scolaire, problem de comportement, enn soixantaine zanfán 8,9 ziska laz 16 ans. Nu ena enn programme ki appel 16+, enn programme kot nu secure placement training. Ena zanfán ki actuellement dan lotel, domaine patisserie, cuisine, dans towing, dan aluminium, divers secteurs. Early Childhood Centre ki compran crèche, maternelle, suivi en primaire, c'est 0 a 8 ans. Et puis to ena osi ban self-help programme avec ban parents ki zot zanfán dan nu structure. To ena ban projet kuma artisanat, pondeuses, alphabetisation pou ban parents"* (NPOR1, Chapter 4, page 61)
86. *"[ban zanfán] Ki committed ici, safety place...Committed till 18...premierement l'education, al lekol mainstream. Deuxiemement, zot al lecon, zot fer remedial ici, classes de rattrapage...Apres nou ena bokou bane extra curricular activity. Ca v dire nou ena. Creativité, nou ena theatre, poeme, nou montrer zot chant, danse. Cot zot ena zot epanouissement. Ena painting. Ena bokou bane sorti, bane educational outing...Apres kouma mo dire toi nou fer tout zot laniversaire. Cot nou montrer zot pas zis pas zis, bane life skills...Moral values. Spiritual values. Apres sa montrer zot zenfant la li la pareil kouma dan lakz. Zot bisin lever. Zot bisin fer zot la chambre. Si pa prend compte zot lecorps meme. Montrer zot kouma lhygiene et en mem temps mo coner bane zenfant la cone la loi lerla side by side bane responsabilité. C pas zis ki zot cone zot droit zot pas cone responsabilites...tou sa la nou montrer zot ki kan demin zot pe sorti ici zot pe conner. Nou but c'est laisse zanfán la diboute lor so lipied ek fer li bien confiant en li, avec beaucoup de convictions."* (NPOR6, Chapter 4, page 62)
87. *"Nous avons seulement, je dirais 100 enfants a peu pres, ca c'est le cote abandonne ou neglige, la prise en charge a long terme ou moyen terme. Il y a aussi quelques 700 enfants qui sont places sur le programme Family Strengthening ou les parents sont plus empowered pour qu'ils puissent prendre charge de leurs enfants. Beaucoup des parents qui sont en train de exit du programme parcequ'ils sentent qu'ils ont atteints le niveau de responsabilisation."* (NPOR9, Chapter 4, page 62)

88. *“kan nou pe fer basic academic avec zot, zot ena enn niveau, zot pa lack ability. Disons nou ine travay avec zot, noune trouver zot pena potentiel zot pe rest stagnant, nous pa kav met pression ale ver l’education. Lerla, kan li arrive 15ans, nou bizin met li en vocation, cot pena buku pression. Pou nou tir enn zanfan, nou avoy li Mauritius Institute for Technical Development (MITD), c’est enn travay d’equipe cot nou bizin rassure parents ki kan li pou sorti la li pou kapav. Nous bizin psychologue, nou bizin ban therapeutes. Nou follow up comment ca pa passer laba. Kan nou met li en vocation, toujours nous pe al fer ban classe moral values, nou fini dir zot a l’age de 25 ans, ceki pe kapav pran enn travay li pou pran. Nou fini prepare zot l’annee prochaine zot pas pou dan lekol mais a la maison pou kappav fer enn travay.”* (NPOR15, Chapter 4, page 62)
89. *“nou done l’education et la therapie aux enfants, mais il y a un gros travail a faire avec les parents. De temps a autre, on fait venir des personnes de l’etranger. On fait la formation pour les parents, c’est plus psychologique, comment s’occuper de son enfant a la maison, pour le suivi de ce qu’on fait. La personne vient aussi pour les therapists et les educatrices. On invite toutes les ONGs, leurs staff et ceux qui travaillent dans le gouvernement, aussi l’Universite de Maurice, il y a aussi OT and physio, les 3rd and 4th year, a venir en formation. On a fait sur clay, sur les techniques nouvelles qui sont a l’etranger. Troisieme volée, on travaille sur awareness. Regularement on va dans les ecoles, on fait awareness sur disability pour conscientiser le public pour qu’il change le regard sur les personnes handicapees.”* (NPOR16, Chapter 4, page 63)
90. *“au debut pa ti ena Pre-vocational, ca veut dire kan ban zanfan kit lekol, ban recales CPE, zot pa ti ena place pu aller. Malgre ki nou ti pe arrive en 2010, nou ti pe trouver ki ti ena zanfan ki pas ti pe al lekol mem, lerla ban zanfan la ine vine kot nou. Ena jamais ine scolarises. Ban parents pa ti pe koner kot pu avoy zot zanfan, zot ti obliger avoy kot nou. C’est pas juste montrer zot lire ecrire, mais pour dire zot tu es quelqu’un, tu es capable. En premier c’est reconstruire zot meme, parski si zenfant la pena ene self esteem kan li p vine cot moi peu importe c ki mo pou fer li faire, li pas pou ariver, parski deja mon dire li to kuyon. Alors li pou dire b kifer mo pou al aprane sa mo deja kuyon. Avant ki mo pou dire li, avant ki mo pu dire li aprane sa mop, mo pou bisin dire li tu es quelqu’un. To ene etre humain. Euh tu es capable. Parski dan la vie pena juste l’education. Meme to pas pou ariver lire abcd, avec to la main to kav fer bokou kitchoz. To kapav to kapav to cone dessiner. Nou fer li decouvert decouvert ki li ena ene certaine talent dans li. To cone chanter, to cone danser. To cone dessiner.”* (NPOR7, Chapter 4, page 63)
91. *“non-formal education for children who have left the mainstream at a point in time. [...] Arts and craft, sports in general, sports en groupe like football, or individuals like athletisme ou judo, ok, music and singing, pastry and cooking, lifeskills, woodworks, gardening, painting...”* (NPOR14, Chapter 4, page 63)
92. *“ban jeunes ki en formation c’est ban jeunes kine evinces par le system classique ou ban jeunes ki pena okene activites educatives et sociales...nou fer la reinsertion professionnelle de ban jeunes, socio-professionnelle, socialement et professionnellement...stage en entreprise, pedagogie par l’alternance. Nou pa forme zis dan salle de classe, nou avoy zot al former dans l’entreprise. Pou ki sa jeune la epanouir, li grandi, c’est servi so 5 sens. Pou li apran, pou li grandi, pou li developper, li besoin etre dan ban milieu, etre dan ban situations reelles du travay.”* (NPOR8, Chapter 4, page 63)

93. *“Kan pa ti ena lekol, zanafan pa ti pe developer, mais aujourd’hui ban zanafan kot moi, zot voyage par zot dans bis, avec ban program travay ki nou faire ici, aujourd’hui nou ena environs 17 zanafan ki voyage par zot.”* (NPOR15, Chapter 3, page 64)
94. *“Zanafan ki sorti depi dan nu structure de garderie, zot plis eveilles, zot plis developer, zot plis independent. Par exemple au niveau l’hygiene, proprete, depi tipti zot koner ki veut dire etre proper, alors ca reste avec zot, zot influence lakaz osi. Zot gagne ban bon labitide la, enn bon hygiene de vie, enn bon hygiene alimentaire.”* (NPOR1, Chapter 4, page 64)
95. *“zot ine gagne tou ceki zot bizin comme materiel scolaire et zot dejeuner a lekol kine aid zot pu epanouir, pu zot reste en bonne sante. Ena kine passe zot 6eme avec zoli resilta. Sa ban zanafan la zot fine equipper pu ki zot kav trap primaire.”* (NPOR3, Chapter 4, page 64)
96. *“zot ine cumens participe dan theatre, dan ban event ki nu ena, zot ine cummens fr ben dessin kot nune exposer nune met dan ban events ki nu ena ici. Apres ceki mone truver osi c ben zenfan kan nune fr ben class remedial ben class remedial la li pa zis focus academic, pa zis education, ena outdoor games ena tou tou. Kan nune fer sa nune truver blier zot problem et tire sa dan zot lesprit ban problem met sa 2 koter. Ek samem ki nune truve sa ine aide zot et surtout koter psychologue osi ine bien aide zot.”* (NPOR6, Chapter 4, page 64)
97. *“Par exemple...nu detecter ki ena enn problem speech! Mo rente en dialog avec parent etc: “ou coner li pa enn gro problem, ou zanafan pena retar mental mais c’est zis ki li ena enn ti soz mais si li al speech therapy, sa pu aide li plis, li pli bon, au depart kan li enkor tipti, korek! (...) Enn cou pa aller, 2 cout pa aller, ler demander, pe dir mo pena moyen...kas transport! (...) Be pu dir toi ki komandir tone truver ena enn problem ek kiii voila, bizin fer enn zafer mais li pa pu...mo pa kav impose lor parent...”* (NPOR1, Chapter 4, page 64 – 65)
98. *“Zot ti la au commencement zot ti pe bate bater, aster la kumadir zot capacite ine developer, zot ine trap sa kuma enn business, zot pe rod marche par zot mem...parski zot ine trouver ena kas ladan. [zot lavie ine sanzer] en mieux dans le sens ki zot family income ine augmenter. Lontan zot ti p depan zis lor zot mari, sipa la peche, mais aster zot gagne income a travers sa. Missier la pe done coup de main kan li pas pe ale la peche, li pe ale coupe vacoas ou soit li pe met sec, ena enn parti ki li pe fer. Travay la pa zis familial, mais li elargi dans le sens dans village la mem bizin dir, toute enn communaute, parski si ou depane zis lor madam la pou fer 300 sacs par semaine, li pa pu kapav, li pu oblizer pran impe lezot dimun.”* (NPOR17, Chapter 4, page 65)
99. *“zot fine vine ban dimun autonome, ban adultes responsables. Preske tou ban beneficiaires pe travay et zot resi garde sa travay la. Ena kine fonde enn famille, fine ena zanafan ou lor projet mariaj, avan c’etait pas dan zot plan, c’etait zordi avec enn dimun, demaine avec enn lot kumsa. Mais la zot ine vine pli mature, stabilite et pli poser sa ban dimun la zot plis autonome, zot p kav deboute lor zot lipied. Le fait ki zot pe travay, sa done zot enn statut, zot p gagne kas, sa done zot pense ariv pli devan, fer ban zafer.”* (NPOR2, Chapter 4, page 65)

100. *“Ena enn jeune ki ti parmi stagiaires ici en 2009, aujourd’hui li mem maitre de stage et li accueille ban jeunes MITD ki en formation Agriculture Organique dan enn nu ban branche.”* (NPOR8, Chapter 4, page 65)
101. *“Parfois zot parents pa cone lire ecrire, kan zot pe gagne enn devoir dan lekol, zot pas pe coner kuma pou fer li, zot pena personne. Zot pa ti ena okene retar, professeur ti fini dir zot: “to mama pas cone lir be toi osi to pou parey”, alor ki zanzan bien intelligent. Kan li vine kot nu, ti enn plus pu li, kan li pa pe compran so devoir, nou ti pe aide li, (zordi) ena pe fer l’universite. Ena ine al etudier l’Australie, ena pe travay.”* (NPOR7, Chapter 4, page 65 - 66)
102. *“Bane entreprises nou ine approche avec zot, par exemple ena Meaders’ Feed kine done alimentation.”* (NPOR8, Chapter 4, page 66)
103. *“Nou ine sensibilise lezot ban stakeholders dans la region si zot kapav amene zot contribution. Ban CSR, lerla zot ine vine done couches cado pou zanzan, biscuits, gato, ena done ban ti zafer pou ban zanzan, cahiers, ban zafer pou ban bebes.”* (NPOR19, Chapter 4, page 66)
104. *“Be ban l’equipements ti deza la, nous ti ena ban l’equipements ki nous ti aste, sa ti deza la et lerla nous ine essaye koz avec ban trainers ki ti la, zot ine done ban formations mais pa a sa meme rythme la, mais enn fois de temps en temps, (...) Ban trainers ki ti la zot ine done ban formation, mais pas a sa meme rythme la et zot ti plis volontaires.”* (NPOR2, Chapter 4, page 67)
105. *“Nou ena ban professeur special needs ici, kot nou ban zanzan ine aider par sa ban professeurs la. Nou ti ena ban wardens, ban volontaires ki ti p vini, ti pe aide zot dan lecon.”* (NPOR6, Chapter 4, page 67)
106. *“Mone fer zot fer enn cooperative, c’est ki pu zot kapav deboute lor zot lipie, zot ine compran sa. Premiers 200 canards vendus, zot ine re-investi l’argent la, pou fer 400 canards apre zot ine re-investi. C’était les sous qu’elles avaient gagne, qu’elles avaient mis en vente, qu’elles controlaient.”* (NPOR13, Chapter 4, page 67)
107. *“Nou fine augmente nou sales lerla nou ine pran sa l’argent nou ine investi ladan.”* (NPOR17, Chapter 4, page 67)
108. *“a peu pres 40% de MUR22 million, c’est l’etat, differents ministers, to gagne Gender, NGO Trust Fund ki kumadir enn capita per year kumadir enn grant, Special Needs aköz nou ine enregistrer nu lekol as a special needs, lerla nu gagne grant avec ministere l’education, Early Childhood Authority et 65% roder avec CSR.”* (NPOR1, Chapter 4, page 67)
109. *“Nou ine apply avec CSR, nou ine gagne buku de firmes kine supporte nou jusqu’a la. Et puis nou ine gagne ban l’ambassade aussi kine buku aider pu ki le centre na pa fermer. Depi 2013, nou gagne enn funding dans le budget national. Nou avoy funding proposals, zot aide nou.”* (NPOR5, Chapter 4, page 67)
110. *“CSR, individual donation, ena dimun vini donne nou telle somme as donation, normalement li regulier. Nou gagne buku CSR, in-kind aussi, par exemple du beurre,*

du the, ban foodstuff. Grant gouvernement sa meme a peu pres MUR2.2 million yearly, ca veut dire malgre nou enn ONG, nou pran ban zanfana ministere Gender.” (NPOR6, Chapter 4, page 67)

111. *“CSR. Nous kapav dir ki nou subventionner par gouvernement aussi, 55% en terme de grants. Nou ti pe gagne li per head longtemps, mais aster ena contribution salaire professeurs, carers, handy workers, meme l’administration. Li donne enn parti lor utility.”* (NPOR15, Chapter 4, pages 67 - 68)
112. *“Avec visibilite ki nou ine gagner avec par le project DCP, nou ine resi gagne ban lezot firmes kine aide nou MUR100,000, MUR200,000, pou nou travay nou prozet et nou ena aussi Flag Days chaque annee.”* (NPOR3, Chapter 4, page 68)
113. *“Il y a beaucoup de compagnies, chacun a sa philosophie, chacun a son critere...La compagnie donne a ceux qu’elles veulent, pas seulement sur les themes precis mais donne aussi selon l’ONG, ses capacites de pouvoir implementer le projet et relever ces defis et aussi faire face a ces defis. C’est pas quelque chose de facile vous trouvez.”* (NPOR9, Chapter 4, page 68)
114. *“Un CSR tu peux pas compter dessus a 100%, parce que demain ca peut baisser, ca peut manquer.”* (NPOR16, Chapter 4, page 68)
115. *“Tu as des employes, il faut que tu trouves les salaires tous les mois. Tu ne peux pas manquer d’argent. Les CSR ne te donnent pas de salaires et en meme temps avec les beneficiaires tu as besoin de gens pour travailler. Si zot done toi au debut disons, nou ti pe demane salaire d’un psychologue et avoir un salaire pour un psychologue c’est pas dans ton budget, apre zot areter. Zot dir pou plus pou eradiquer la pauvreté, c’est pour nous aider autrement. Et si zot ine done toi sa l’annee la, l’annee prochaine zot envi donne enn lot ONG, zot envi fer Plaisir tou ban ONGs donc c’est pas fiable. Pour moi le CSR n’est pas fiable.”* (NPOR10, Chapter 4, page 68)
116. *“Sak fois nou pe raise nou voice nou pe dir sa ban criteres ki pe met sur place la, li pa assez clair. Ca pe amene buku frustration au niveau ban ONGs. Zot kapav promet ou ki zot pu done ou tel montant la, ou ine fini commence fer projet, ou ine fini engage ou, arrive a moitie projet, zot dir non, zot pa pu al de l’avant. Ena grand compagnies ki enkor doit nou, ki zot pane resi rembourse nou.”* (NPOR18, Chapter 4, page 68)
117. *“des fois ler mo avoy projets, li arrive approuver, mais des fois pa approuver aussi et zot pa donne toi enn raison kifer to projet pane approuver...mo penser peu etre ki li pane bien ecrire...CSR to pe trouve ban zafer ti copains ti copains encore...zot envi zot fund to l’organisation. Si zot pa envi, zot al fer zot zafer zot mem. To pa koner kuma ban CSR pe fonctionner aster...communaute, appartenance politique...mo penser tou sa ban raisons la zouer impe.”* (NPOR2, Chapter 4, page 69)
118. *“bann konpani la zot deza kone ki sanla zot pu finanse. Koiki zot fini kav appel enn appel a proposal, Call for proposal, sipa anway projet, zot deza ena zot dimunn ki, tu le lane, zot redonn mem ONG...”* (NPOR3, Chapter 4, page 69)

119. *“Faut verifier si les ONGs travaillent vraiment pour eux ou si ca va dans la poche de certains. Ca c’est grave! Les ONGs ont pousse depuis qu’ils ont ouvert le funding et tout ca. Plein d’ONGs d’apres moi sont bidons, moi, ca m’exapere. On met toutes les ONGs dans le meme panier et derriere, il y a certains qui doivent s’en mettre plein les poches, l’argent d’entreprise peu etre de leurs propres familles.”* (NPOR14, Chapter 3, page 69)
120. *“Dans Moris, ban ONGs ine monter kuma dire ban ti champignons ine pousser partout partout. Nous ine gagne enn cas, compagnie la ti vine get nu, premiere annee line bien finance nous. Deuxieme annee, so camarad passe derriere vine dir nou zot pou finance nous, mais seulement la moitie nou bizin done sa so camarad. So camarad pou ouvert enn ONG pou ban personnes agees. Li pa legale, mo ti dir li mo pa kapav parski enn fois ki sa l’argent la ine rente dans compte nu ONG, nou bizin rane compte. Kan mo presente sa comptable, comptable pou demane moi kifer mone gagne MUR100,000, mone pran MUR50,000 mone al done sa ban vieux, mo bizin repone. Ceki fer ki nou pa ti pran kas la parski nou pa pou kav repone a sa apres.”* (NPOR7, Chapter 4, page 69)
121. *“ena ban compagnie ki zot form zot proper foundation, zot pran zot prop staff pu ale fer travay ki ONG pe fer. Nou la lor terrain, nu deza ena beneficiaires nu pa pu gagne financement la.”* (NPOR3, Chapter 4, page 70)
122. *“Ene compagnie ti done moi kas pu implemente projet la parski ban la pas ti pe kapav implementer projet la, parski zot pa lor terrain, ti pe gagne problem. Line fer projet la, linem pou al implementer letan arrive lor terrain pas fouti implementer lerla appel moi done moi sa projet la. CSR c’est enn blague, c’est enn zafer ki pe renfermer.”* (NPOR17, Chapter 4, page 70)
123. *“Nou ine deza avoy projet pou ban fam, banla (CSR) pa interesser. Mais par contre pou zanfana, ca li buku pli facile. Tou projets ki nou ine avoyer pu zanfana ine approuver. Nous ine deza avoy enn projet Ministere de la Femme, nou ine gagne rejet.”* (NPOR19, Chapter 4, page 70)
124. *“Le CSR va plus facilement vers les enfants que les adultes. Que ce soit le CSR ou le gouvernement, ils ne se rendent pas compte qu’il y a tout un travail a faire pour encadrer des jeunes a re-integrer la societe. Le probleme c’est que si on n’a pas d’argent, l’enfant est oblige de contribuer au menage.”* (NPOR11, Chapter 4, page 70)
125. *“Valeur du jour la, mo kav pran 55 zanfana kuma mo ti pe pran dan projet DCP. Asterla mo kav pran seulement 30 zanfana. Mo sagrin ki mo pa pe kapav fer li, mo oblizer parski mo pa pu ena kas.”* (NPOR3, Chapter 4, page 70)
126. *“Les services n’ont pas ete suspendus, mais reduits en quantite. Limiter les couts et les depenses pour pouvoir continuer parce qu’on etait plus sur d’avoir un financement s’etalant dans le temps comme auparavant.”* (NPOR5, Chapter 4, page 71)
127. *“Pou ferme ecole, nou ine lance apiculture, nou diversifier, nou ine ajoute ban arbres fruitier.”* (NPOR10, Chapter 4, page 71)

128. *“Ca fund la ine fer nou gagne d’autres bailleurs de fonds pour d’autres projets, de fonctionnement mais pa pu la perennite de la ferme pedagogique. Pendant 4,5 ans ine marche tres bien. Apre alimentation ine monter drastiquement. Le problem aussi, c’est ki enn ONG pa kav paye MUR4,000, MUR5,000 delo, bizin investi. C’est trop d’implications. Nou ine fer perte des animaux par ban maladies, sa ine fer ki ca ine caroter, cabri nou ine arête fer parski nou ine trouver ki li coute beaucoup. Nou ine continuer avec pondeuses, broiler et canards. La nou ena zis canards ek cochons. Nou ine essaye contourne la situation pou fer li vine positive, nou ine tourne nou ver production vegetale a particularite organique. C’est plis diversifier.”* (NPOR8, Chapter 4, page 71)
129. *“Definitivement... Parski gouvernman pa kav travay san supor des ONG... Nu pe mett lame ansambl pu nou prodwir enn sosyete meyer. Me gouvernman li p ape rekonet sa zefor la. »* (NPOR3, Chapter 4, page 71)
130. *“kan nou ban NGO noune pran la responsabilite, c’est enn developpement ki nou pe apporter alor gouvernement bizin ena enormement so contribution pou sa ban zanfana la. Par exemple, kan nou, nou pe bizin aste latib, chaise, stationery, l’école gouvernement li pe gagne li gratuitement. Alor, mo penser li ti bizin aide ban zanfana dan ban special needs. Au niveau service, enn zanfana normal p servi zis system pedagogique, ene professeur de la classe pe fer so 4 sujet li aller, mais nou pa kapav mette zis system pedagogique, nous bizin inclure therapeutes, psychologie, system medical pou nou kapav travay avec l’enfant...Zanfana special needs a Maurice gagne moins ki enn zanfana normal gagner.”* (NPOR15, Chapter 4, page 71)
131. *“Nou gagne aide avec gouvernement mais nou ti a contant gagne li pli facilement pena tro buku paperasse pu rempli, fodre pas ki li compliquer pu gagne aide government.”* (NPOR19, Chapter 4, page 72)
132. *“Bizin reget strategy CSR funding la, reget la loi la, so mechanism de fonctionnement. Bizin ena plis explications, bizin ena plis opportunités, ban ONGs ki surtout en difficulte ki zot pa p kav raise zot income, alors government bizin met l’emphase lor societe civile.”* (NPOR18, Chapter 4, page 72)
133. *“May be not just in funding mais empower ces associations la. La facon qu’il est en train de faire est de payer par tete d’enfant, je ne crois pas que ce soit une bonne idee.”* (NPOR16, Chapter 4, page 72)

Appendix II - Interview schedule for NPOs

Topic of study: “Exploring the perceptions of NPOs about the EU Development Aid in facilitating services aimed at women empowerment and children’s development in Mauritius”.

Name of researcher: Yen Mee C. Yone Shin

Student number: YNSYEN001

Course code: SWK5001W [Masters in Social Development]

Research objectives:

- To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
- To examine how the EU funding has facilitated the service delivery of the NPOs.
- To find out how women and children have been empowered.
- To ascertain how the service delivery has improved the lives of the beneficiaries.
- To determine the nature of the challenges facing these organisations in the post EU funding period.

Section A: Introduction/Demographical information

Table 1: Key NPO respondents profile

	Respondents	Age	Gender	Qualifications	Position in the NPO	No of Years working for the NPO	Core services of the NPO	Key beneficiaries	DCP Funding period (from - to)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									

Section B

Objective 1: Nature and extent of services provided by the NPO

1. What were the services funded by the EU aid? (Explore the range and nature and give examples)
2. Were the objectives met? Clarify which ones and why others were not met. (Probe and give examples)
3. What was the value of that funding and for that duration? (Probe)
4. In which ways have the beneficiaries benefitted from the services? (Probe and give examples)

Objective 2: How the EU funding has facilitated the service delivery of the NPO?

1. What is the total estimated grants (funds) that the organization received from the EU period of funding?
2. Give an estimated shortfall of funds for your organisation's project. (What did the EU give and what the organization had to add?)
3. In what ways have the EU funding facilitated your NPO in its service delivery?
(Probe initiatives, programmes and new programmes as a result of the EU funding)
4. What benefits apart from financial have the EU funding provided the NPO? (Probe)
5. Specify projects/programmes that the organization considered critical and which EU made possible by funding?
6. What difference has the funding made to your usual operations? (Probe)
7. What were the constraints or challenges that you experienced with the EU funding?
8. Are there any other issues linked to the EU funding and service delivery that you would like to raise?

Objective 3: How have women/children been empowered?

1. How do you define women empowerment/child development? (Probe and give examples)
2. Specify the various women empowerment/children development programmes that your organization focuses on? (Probe and give examples)
3. What were the outcomes (expected and unexpected) of the project/programme?
(Please explain)
4. What change/s have you observed in your beneficiaries? (Give actual examples)
5. Are there any issues regarding women empowerment/children development you would like to raise that we have not covered?

Objective 4: How the service delivery has improved the lives of the beneficiaries?

1. What were the challenges that the beneficiaries were facing before the delivery of the service? (Please explain)
2. Which project activities were most useful to your beneficiaries? (Please clarify and give examples)
3. Are you aware of how women/children have been able to turn their lives around as a result of the NPOs intervention? (Probe and give examples)

4. Are you aware of any other issues/examples that you feel important with regards to beneficiaries' outcomes?

Objective 5: Post EU funding challenges

1. Which strategies has your organization put in place post EU funding? (Probe and give examples)
2. Were there any projects or services that were discontinued as a result of lack of EU funding? (Please clarify and give examples)
3. In your opinion, how critical were the services that were discontinued? (Please explain)
4. How were you able to finance some of these services that were not EU funded? (Please explain)
5. Where do most NPOs source alternative funding from?
6. What are the funding challenges that most NPOs face post-EU funding period? (Please clarify through concrete examples)
7. Should government play a bigger role in providing funding for NPO services? (Please explain and give examples)
8. Are there any other issues that you feel should be raised with regards to funding of NPOs in Mauritius?

Conclusion: Is there anything that you consider valuable for this research that has not been covered and you would like to share?

Thank you for your participation

Appendix III - Interview schedule for European Union Delegation (EU) and Decentralised Cooperation Programme (DCP)

Topic of study: “Exploring the perceptions of NPOs about the EU Development Aid in facilitating services aimed at women empowerment and children’s development in Mauritius”.

Name of researcher: Yen Mee C. Yone Shin

Student number: YNSYEN001

Course code: SWK5001W [Masters in Social Development]

Research objectives:

- To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
- To examine how the EU funding has facilitated the service delivery of the NPOs.
- To find out how women and children have been empowered.
- To ascertain how the service delivery has improved the lives of the beneficiaries.
- To determine the nature of the challenges facing these organisations in the post EU funding period.

Section A: Introduction/Demographical information

Table 1: Key informants profile

	Key informants	Age	Gender	Qualifications	Position in the agency	No of Years working for the agency	Core services of the agency	Key beneficiaries
1								
2								

Section B

Objective 1: Nature and extent of services provided by the agency

5. What were the services funded by the EU aid? (Explore the range and nature and give examples)

6. Were the objectives met? Clarify which ones and why others were not met. (Probe and give examples)
7. What was the value of that funding and for that duration? (Probe)
8. In which ways have the beneficiaries benefitted from the services? (Probe and give examples)

Objective 2: How the EU funding has facilitated the service delivery of the NPO?

9. What is the total estimated grants (funds) that organizations received from the EU period of funding?
10. Give an estimated shortfall of funds for the organisations' project. (What did the EU give and what the organization had to add?)
11. In what ways have the EU funding facilitated NPOs in their service delivery? (Probe initiatives, programmes and new programmes as a result of the EU funding)
12. What benefits apart from financial have the EU funding provided to NPOs? (Probe)
13. Specify projects/programmes that the organization considered critical and which EU made possible by funding?
14. What difference has the funding made to NPOs' usual operations? (Probe)
15. What were the constraints or challenges that NPOs experienced with the EU funding?
16. Are there any other issues linked to the EU funding and service delivery that you would like to raise?

Objective 3: How have women/children been empowered?

17. How does your agency define women empowerment/child development? (Probe and give examples)
18. Specify the various women empowerment/children development programmes that your agency focuses on? (Probe and give examples)
19. What were the outcomes (expected and unexpected) of the project/programme funded? (Please explain)
20. What change/s have you observed in the beneficiaries (NPOs and their final beneficiaries)? (Give actual examples)
21. Are there any issues regarding women empowerment/children development you would like to raise that we have not covered?

Objective 4: How the service delivery has improved the lives of the beneficiaries?

- 22. Are you aware of any challenges that the NPOs and their beneficiaries were facing prior to the service delivery that your agency funded? (Please explain)
- 23. Which project activities/services would you consider were more useful to the NPO beneficiaries? (Please clarify and give examples)
- 24. Are you aware of how women/children have been able to turn their lives around as a result of the NPOs intervention? (Probe and give examples)
- 25. Are you aware of any other issues/examples that you feel important with regards to beneficiaries' outcomes?

Objective 5: Post EU funding challenges

- 26. Which funding strategies have been put in place post EU funding? (Probe and give examples)
- 27. Were there any projects or services that were discontinued as a result of lack of EU funding? (Please clarify and give examples)
- 28. In your opinion, how critical were the services that were discontinued? (Please explain)
- 29. How did NPOs finance some of these services that were not EU funded? (Please explain)
- 30. Where do most NPOs source alternative funding from?
- 31. What are the funding challenges that most NPOs face post-EU funding period? (Please clarify through concrete examples)
- 32. Should government play a bigger role in providing funding for NPO services? (Please explain and give examples)
- 33. Are there any other issues that you feel should be raised with regards to funding of NPOs in Mauritius?

Conclusion: Is there anything that you consider valuable for this research that has not been covered and you would like to share?

Thank you for your participation

Appendix IV – Permission & Consent Form NPOs

UNIVERSITY OF CAPE TOWN



Department of Social Development
Private Bag Rondebosch 7701
Republic of South Africa

12 April 2016

Dear Sir/Madam,

Request to conduct research at your NPO & your signed consent

I am Yen Mee C. Yone Shin and I am currently undertaking a Master's degree in Social Development at the University of Cape Town. In partial fulfilment of the degree, students have to complete a minor dissertation and my dissertation is entitled: **"Exploring the perceptions of NPOs about EU Development Aid in facilitating services aimed at women empowerment and children's development in Mauritius."**

The main objectives of this study are:

- To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
- To examine how the EU funding has facilitated the service delivery of the NPOs.
- To find out how women and children have been empowered.
- To ascertain how the service delivery has improved the lives of the beneficiaries.
- To determine the nature of the challenges facing these organisations in the post EU funding period.

I am hereby requesting permission to interview one key person from your organization who is knowledgeable about the impact of the **DCP funding between 2005 and 2010**.

My research is based on how the grants of the European Union Development Aid (the DCP funding) has enabled NPOs in Mauritius with their **service delivery towards empowering women and children**. This study is significant since no empirical research has been undertaken in this area before.

All information provided during the interview will be treated confidentially. None of your details nor your identity, will be linked to any response which you will make. The time and venue for the interview will be negotiated with you according to your availability. There are no follow-up appointments after the interview.

Having read and understood the above I agree to voluntarily participate in this study.

Name:

Signature:

Organisation:

Date:

If you require more information regarding the research, you can either contact me on 57434731 or via email ynsyen001@myuct.ac.za. Should you have any queries, do feel free to contact my supervisor Dr. Connie O'Brien via email: constance.obrien@uct.ac.za.

I look forward to hearing from you very soon.

Yours Faithfully,

Yen Mee C. Yone Shin

Appendix V- Permission & Consent Form for EU delegation and the DCP office



Department of Social Development
Private Bag Rondebosch 7701
Republic of South Africa

12 April 2016

Dear Sir/Madam,

Request to conduct research at your agency & your signed consent

I am Yen Mee C. Yone Shin and I am currently undertaking a Master's degree in Social Development at the University of Cape Town. In partial fulfilment of the degree, students have to complete a minor dissertation and my dissertation is entitled: **"Exploring the perceptions of NPOs about EU Development Aid in facilitating services aimed at women empowerment and children's development in Mauritius."**

The main objectives of this study are:

- To explore the nature and extent of services provided by the NPOs that have been specifically funded by the EDF.
- To examine how the EU funding has facilitated the service delivery of the NPOs.
- To find out how women and children have been empowered.
- To ascertain how the service delivery has improved the lives of the beneficiaries.
- To determine the nature of the challenges facing these organisations in the post EU funding period.

I am hereby requesting permission to interview one key person from your agency who is knowledgeable about the impact of the **DCP funding between 2005 and 2010**.

My research is based on how the grants of the European Union Development Aid (the DCP funding) has enabled NPOs in Mauritius with their **service delivery towards empowering women and children**. This study is significant since no empirical research has been undertaken in this area before.

All information provided during the interview will be treated confidentially. None of your details nor your identity, will be linked to any response which you will make. The time and venue for the interview will be negotiated with you according to your availability. There are no follow-up appointments after the interview.

Having read and understood the above I agree to voluntarily participate in this study.

Name:

Signature:

Organisation:

Date:

If you require more information regarding the research, you can either contact me on 57434731 or via email yensyen001@myuct.ac.za. Should you have any queries, do feel free to contact my supervisor Dr. Connie O'Brien via email: constance.obrien@uct.ac.za.

I look forward to hearing from you very soon.

Yours Faithfully,

Yen Mee C. Yone Shin